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ABSTRACT

This report describes the Philippine secondary educational system, with particular emphasis on the system of financing different types of secondary schools. Part 1 presents an introductory overview of the Philippine educational system, emphasizing the secondary school system in particular. Part 2 describes the methods of financing different types of secondary schools, including public high schools, barrio high schools, private secondary schools, and public secondary vocational schools. Part 3 presents statistical data on secondary school enrollment, teachers, and schools, as well as on program costs and expenditures for secondary education. Part 4 presents a case study of Masaya Barrio Development High School, and describes a study of a sample of 143 barrio high schools. Part 5 discusses the future of Philippine secondary education and presents a proposed design for a new financial system for Philippine public schools. (JG)

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FINANCING SECONDARY
EDUCATION
IN THE PHILIPPINES

Leopoldo Cruz
and René R. Calado

Financing of educational systems:
specific case studies - 11

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AIMS AND METHODOLOGY OF
THE IIEP RESEARCH PROJECT ON
FINANCING EDUCATIONAL SYSTEMS

This research project, launched by the International Institute for Educational Planning early in 1970, originated in an enquiry as to the real possibility of the developing countries financing their educational objectives in the course of the United Nations Second Development Decade, bearing in mind the high level of expenditure that has already been reached in most cases, the constant rise in unit costs, and the increasing competition within the state budgets themselves that education will probably encounter in the future from the financing of productive investments, debt servicing, and other predictable expenditures.

Viewed in this light, therefore, the research is not strictly limited to the study of financing techniques, but has wider aims :

(1) To explore the real weight of probable financial constraints on the development of educational systems up to 1980.

(2) To study the various financing methods likely to augment resources, and to define a strategy of educational financing more closely adapted to social and economic realities.

(3) To analyse certain alternative solutions (new structures, new technologies, etc.) capable, by reducing costs or improving the efficiency of the teaching process, of leading to a better balance between educational targets and the resources available for them.

In addition to these extremely concrete objectives, concerned with the real problems facing educational planners in all countries, the collation of the essential data should provide the basis for the answers to more theoretical questions, affecting, for example, the type of correlation between educational expenditure and the level of development, between the level of expenditure and the method of financing, between the level of unit costs and the development of the educational system, etc.

(1)

With these aims in mind, two types of study are being undertaken:

1. National case studies for the retrospective (1961-70) and prospective (1980 or beyond) analysis of the expenditure, financing and costs of educational systems in the widest and most representative possible sample of countries - at least fifteen; these studies should, as already stated, reveal both the magnitude and the nature of the financial constraints to be expected in the general framework of the development of the economy and of the finances of the state, and the level and various alternative forms for the possible development of educational systems. These studies will thus cover the whole field of educational financing, costs, and policies in each country concerned.
2. Specific case studies covering, first, the different possible methods of financing (centralised, decentralised, public, private, etc.) and, especially, original ways of raising supplementary resources, and, secondly, the study of new educational solutions calculated to reduce costs.

These studies are being carried out in Member States by the IIEP in close collaboration with national specialists, either from government departments or from universities; in many cases the research is a concerted effort by the IIEP and the country concerned, for the common benefit of both parties and of the international community as a whole.

This project will culminate in a synthesis report summing up the findings relating to all the problems posed. The studies themselves are being published as single monographs in the collection Financing educational systems, comprising two series, one of country case studies and one of specific case studies.

The financial outlay for the implementation of this ambitious project could not be provided from Unesco's basic grant to the Institute. The IIEP is deeply grateful to the Member States and various organizations who, by their voluntary contributions, have enabled it to launch and pursue this research: in particular to SIDA (Swedish International Development

Authority), NORAD (Norwegian Agency for International Development), DANIDA (Danish International Development Agency), CIDA (Canadian International Development Agency), the Republic of Ireland, and the Ford Foundation. The Institute is also deeply indebted to the Member States and national specialists in various parts of the world who have agreed to co-operate with the IIEP in carrying out these studies. The publication by the IIEP of certain studies by outside consultants does not necessarily imply, however, the Institute's agreement with all the opinions expressed in them.

PREFACE

The International Institute for Educational Planning in Paris is undertaking a comprehensive study on the strategies of educational financing in countries of differing levels of development with the particular intention of comparing how the problem of matching needs to resources in these countries is being met. The analyses of these financial strategies when shared with the respective countries may provide insight into the problems of financing in these countries and may help them think or plan out other strategies for creating additional resources.

In cooperation with this research project of the International Institute for Educational Planning, the Department of Education released Department Memorandum No. 13, s. 1972 creating the Research Staff composed of the following members:

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Grateful acknowledgement is made for the inclusion of
the Philippines among the countries selected in the I.I.E.P.
research project.

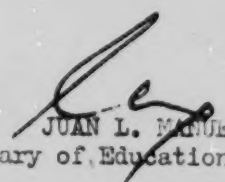

JUAN L. MANUEL
Secretary of Education and Culture

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PART I
I N T R O D U C T I O N

Chapter 1

THE PHILIPPINE EDUCATIONAL SYSTEM: AN OVERVIEW

Educational institutions in the Philippines are classified into public and private schools. Public schools are those financed and operated by the national and local governments while private schools are those operated by religious organizations (sectarian schools) and private corporations (proprietary schools). Only a few of these private proprietary schools are run along non-profit lines; most of them are owned by stockholders and organized as profit-making enterprises.

Both public and private schools offer three levels of schooling: elementary, secondary, and collegiate. Some children start their pre-school education in public or private kindergarten and nursery schools. Pre-school children's ages range from three to six years. In the public schools, pre-school education is available in the laboratory schools of the normal schools or teachers colleges. The private kindergarten and nursery schools are found in different places either by themselves or attached to some colleges or universities. Pre-school education is not a requirement for admission to the first grade in the elementary schools.

Elementary education in the public schools covers six years; four years of primary education and two years of intermediate education. A grade one child in the public schools starts schooling at the age of seven. In the private schools, elementary education covers six years; there are, however, a few private schools that require three years of intermediate education. This is in consonance with the Elementary Education Act of 1953 which authorizes the restoration of the seventh grade in the elementary level. This particular provision of the law has not been implemented in the public schools due to lack of funds.

There are two types of public secondary schools: the general and the vocational. These two types are also found among the private schools. Both types of schools require four years of schooling. There are, however, a few public and private special vocational schools which require only one year of schooling or less.

Higher or collegiate education is offered in the public normal schools and teachers colleges, in state colleges and universities and in private schools and universities. Graduate education is also available in some of these institutions of higher learning.

Table 1 shows the number and per cent of enrollment in the public and private schools in the school year 1968-1969 in the three levels of education.

Table 1. NUMBER AND PER CENT OF ENROLMENT
IN PUBLIC AND PRIVATE SCHOOLS AT
THE THREE LEVELS OF EDUCATION,
SCHOOL YEAR 1970-1971

Levels of Education	Enrolment			Per Cent		
	Public	Private	Total	Public	Private	Total
Elementary	6,627,734	341,244	6,968,978	95	5	100
Secondary	758,473	956,402	1,714,875	44	56	100
Collegiate	67,343	584,171	651,514	10	90	100

* Source: Enrolment data compiled by the Bureau of Public Schools, Bureau of Vocational Education, Bureau of Private Schools and Board of National Education.

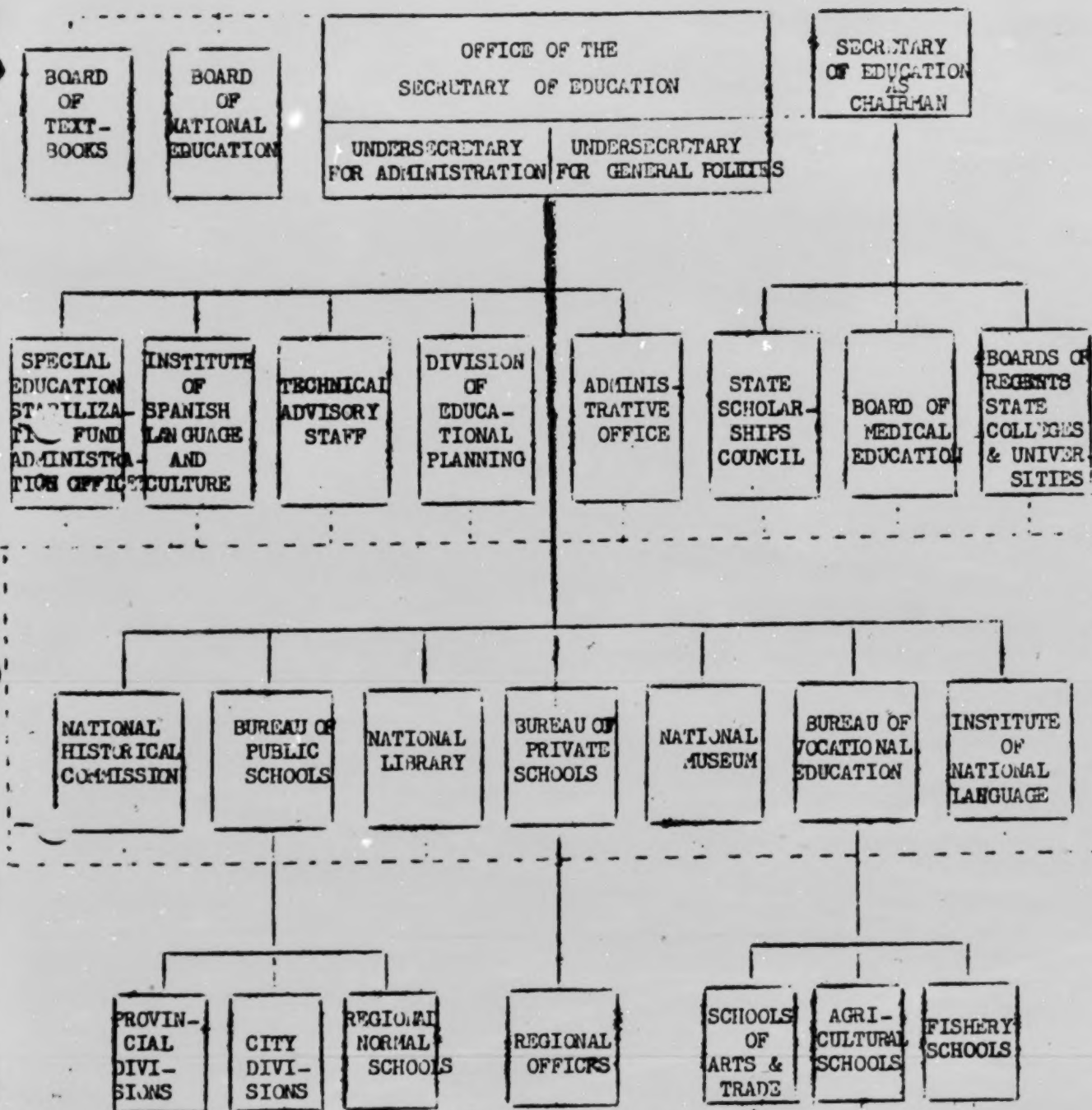
Table 1 shows that for the school year 1970-1971, 95 per cent of the elementary school population were enrolled in the public schools, while 56 per cent of the secondary and 90 per cent of the collegiate were in the private schools. The same trend hold true for all other school years in the past decades.

The Department of Education

The Department of Education controls the educational machinery of the country. It provides leadership and direction of educational matters all over the Philippines through offices and bureaus under it, in accordance with the constitutional mandate, "..... all educational institutions shall be under the supervision of and subject to regulation by the State."

Chart I shows the organization chart of the Department of Education. As indicated in the Chart, the

ORGANIZATIONAL CHART
DEPARTMENT OF EDUCATION



Legend: — Administrative relationship
 - - Consultative

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 DIVISION OF EDUCATIONAL PLANNING
 Department of Education
 February 9, 1971

highest official in the department is the Secretary of Education who is assisted by two Undersecretaries. All these three officials are appointed by the President of the Philippines with the consent and approval of the Commission on Appointment of the Congress of the Philippines.

Working in close coordination with the Department of Education in the highest policy-making body in education, the Board of National Education. Created by Republic Act No. 1124 as amended by Republic Act No. 4372, the Board is charged with the function "to formulate general education objectives and policies, coordinate the offerings, activities and functions of all educational institutions in the country with the view to carry out the provisions of the constitution and to accomplishing an integrated, well-rounded nationalistic and democracy-inspired educational system in the Philippines." The Board is composed of eight members with the Secretary of Education as Chairman.

The Department of Education is responsible for the administration and supervision of all public schools, and it has general regulatory powers over private schools. In practice, however, these powers and responsibilities have been delegated to the various divisions and bureaus which make up the Department. The Secretary retains final approval of such matters which involve basic policies which are of significance to the legal responsibilities of the Department.

Of the bureaus and offices under the Department of Education those that are most concerned with the educational system of the country are the Bureau of Public Schools, the Bureau of Vocational Education, and the Bureau of Private Schools. These are the three bureaus which translate into operational terms the educational policies and guidelines formulated by the Board of National Education and the Office of the Secretary of Education.

The other offices are the Institute of National Language, the National Museum, the National Library and the Philippine Historical Commission.

The Bureau of Public Schools

The Director directs and controls the public schools system in the country excluding vocational schools. The Director is assisted by two Assistant Directors. These three officials are appointed by the President of the Philippines and their appointments have to be confirmed by the Commission on Appointments.

The General Office staff consists of the promotional staff and the administrative staff. The former is under the direct supervision of the Assistant Director, while the latter is under the Administrative Officer who is appointed by the Secretary of Education upon the recommendation of the Director. The promotional staff is composed of the officials in the Adult and Community Education Division, Secondary Education Division, Elementary Education Division, Home Economics Division, Home Industries Division, Special Subjects

and Services Division, School Health Division, Research, Evaluation and Guidance Division, Publications and Documentation Division, Educational Broadcasting and Audio-Visual Division, and Teacher Education Unit. The administrative staff includes personnel of the Accounting Division, Records Division, School Plant Division, Investigation and Legal Division, Personnel Division, Property Division, and School Finance Division. All of these staff members of the General Office help formulate the policies of the Bureau, proper instructional and supervisory materials for the use and guidance of the field, and perform other tasks concerning improvement of instruction in the different levels of the educational system.

The Bureau of Public Schools has control over school divisions located all over the country. They are the provincial divisions, city divisions, and regional teachers' colleges. Each division is headed by a school superintendent and consists of divisions supervisory and administrative staff and elementary and secondary school principals and teachers and other school officials who are directly concerned with instructional, administrative, and supervisory matters. Collectively, they form what is called the Field Staff.

The Bureau of Vocational Education

The Bureau of Vocational Education is headed by a Director with two Assistant Directors, one of whom takes care of educational affairs and field supervision and the other takes charge of administrative services.

The General Office of the Bureau of Vocational Education which is located in Manila consists of six functional divisions: the Trade-Technical and Industrial Education Division, the Agricultural Education Division, the Fishery Education Division, the Teacher Education and Related Subjects Division, the Research and Evaluation Division and the Medical, Dental and Health Education Division, the Accounting Division, Property and School Plant Division, the Legal and Investigation Division, the Personnel Division, the Budget and Finance Division and the Information and Publications Division.

The promotional and administrative divisions are further subdivided into sections and units in order to assume specific functions and responsibilities with the end in view of rendering efficient service in promoting and enhancing vocational education in the Philippines.

The Bureau of Vocational Education has under its control and direction the public vocational schools and colleges in the country. Generally, a public vocational school is headed by a vocational school superintendent. Due to the proliferation of vocational schools during the last decade, many vocational schools cannot afford to have a superintendent to head them. Furthermore, many vocational schools are too small to justify the existence of a field superintendent in such a school. Generally, a field superintendent has under his administrative and supervisory jurisdiction several smaller vocational schools in the region besides his own resident school.

As can be noticed in this set-up, the Bureau of Vocational Education is highly centralized. All field superintendents and officials-in-charge of vocational schools are directly responsible to the Directorate through the leadership, guidance and supervision of the promotional and administrative divisions in the General Office.

The Bureau of Private Schools

The Bureau of Private Schools, in its present set-up, is headed by a Director who plans, directs and coordinates activities relating to the establishment, administration and supervision of private schools, colleges, and universities. To assist him are an Assistant Director, and Executive Assistant and officials in the Instruction and Curriculum Division, Legal Division, Permit and Recognition Section, and the Division of Evaluation, Research and Statistics. More specifically, these officials provide the necessary expertise in matters pertaining to instruction, curriculum construction and revision, supervision in the administration of private educational programs in certain special fields of education, school legislations, rules and regulations, controversial school issues, placement and evaluation of students' scholastics standing, statistical analysis and research studies as basis for formulation of policies, and petitions submitted for permit to operate new courses, renewal permits and government recognition of courses. While these officials supervise and assist private schools from time to time, the greater bulk of inspection and regulative functions are carried out by the

Regional Superintendents and Area Supervisors in the 20 regional districts located in strategic places all over the country. In addition to these field personnel, a special group of supervisors, the Vocational Education Supervisors in the Vocational Education Section, supervise vocational and agricultural courses in secondary schools as well as technical and special vocational courses.

To implement the Treaty of Amity between the Philippines and Free China (Taiwan) regarding the operation of Chinese schools, a division called the Foreign Students and Chinese Schools Division, was created. It is responsible for the supervision of all Chinese schools offering the prescribed English and Chinese curriculum and in the evaluation of scholastic records and verification of immigration papers of alien students entering private schools, colleges, and universities.

While the above-mentioned officials more or less do promotional activities for the Bureau, the Administrative Division, together with the Budget and Finance Division, Accounting Division, and Internal Audit Service and is charged with the responsibilities of looking after the general welfare of the Bureau and its employees including housekeeping functions, annual budget, and finances.

Coordinating Entities

There are other entities that function coordinatively with the Department of Education: the State Scholarship Council, the State Colleges and Universities, the Board on

Textbooks, the Student Loan Fund Authority, etc. The Secretary of Education is the chairman of each of these agencies or offices.

The State Scholarship Council

This body was created by Republic Act No. 4090. Its principal function is to integrate, systematize, administer and implement all programs of government scholarships whether national, provincial or municipal, as well as private scholarships which may be entrusted to it.

The State Colleges and Universities

This Office coordinates the activities of state (government supported) colleges and universities in so far as the Secretary of Education as Chairman of the respective Boards of trustees or regents of colleges and universities is concerned.

The Board on Textbooks

The Board on Textbooks was created to take charge of the selection and approval of the textbooks to be used in the public schools. It also has the power to prohibit the use of textbooks which are found to be against the law or offend the dignity and honor of the Government and people of the Philippines or which are found to be pedagogically unsuitable in the private schools.

The Student Loan Fund Authority

This body was created by Republic Act No. 6014 basically for the purpose of establishing and adopting a program of generating funds for educational loans and

scholarship grants-in-aid to students.

The Professional Boards

The Board of Medical Education, Council of Dental Education, Board of Accountancy Education, Council of Pharmaceutical Education, and Council of Medical Technology have uniform powers and functions in prescribing minimum admission, curriculum and graduation requirements for their respective courses.

Chapter 2

THE SECONDARY SCHOOL SYSTEM AND THE ROLES OF EACH SUB-SYSTEM

The main institution of secondary education in the Philippines is the four-year high school which stands between the six-year elementary school and the college. The student body is the group of adolescents with ages ranging from 13 to 17.

There are three types of four-year secondary schools as follows: (1) the general high school (2) the vocational high school (trade-industrial, agricultural, and fishery schools), and (3) the special schools.

The secondary general curriculum known as the 2-2 Plan has for its main features the provisions for a common general curriculum for all students in the first and second years and differentiated curricula in the third and fourth years; two years of college preparatory curriculum for those who will go to college and vocational curriculum for those who are bound to go to work after graduation; provision for effective guidance program to help students in their studies and in the choice of their future careers and vocations. This curriculum was first adopted in the public and private general secondary schools when the Department of Education issued Department Order No. 1, s. 1957 entitled The Revised Philippine Educational Program for all public and private elementary and general secondary schools. As of the present

time, however, only about 30 per cent of the public general high schools are fully implementing the 2-2 Plan. Around 70 percent of them are offering only the college preparatory plan in the third and fourth years.

Sometime in 1963, the national comprehensive high school came into existence. In view of the desire of the principals of some public general secondary schools to affect some changes in the forms of enrichment of the 2-2 Plan, they worked for the conversion of their city, provincial or municipal high schools to national comprehensive high schools through congressional legislation. There are now 60 national high schools, 22 of which offer a curriculum that is comprehensive in nature under either Pattern I or Pattern II. These comprehensive high schools are located in different parts of the country. Pattern I

. is basically a 2-2 Plan program, its comprehensiveness lies in its highly enriched and varied curriculum offerings, effective and functional guidance services, intensive co-curricular activities, and on the job training to ensure occupational competence provides for all students with various purposes, but no student is channeled into a program designed for a single purpose, nor is the student labelled according to a purpose and directed into a pattern designed for it.¹

¹Bureau of Public Schools, Bulletin No. 9, s. 1970.
"Clarifying The Objectiveness, Essential Features, and
Types of Comprehensive High Schools."

Pattern II, on the other hand, has

. two different curricula placed under one roof and one administrator. The curriculum is either the 2-2 Plan and one specialized trade like ceramics as in the case of the Maripipi High School in Leyte II, or the mere fusion of vocational schools and 2-2 Plan schools, as in the case of the Alimodian National Comprehensive High School and the Sta. Barbara National Comprehensive High School in Iloilo ²

The most recent innovation is the barrio high school, another type of general public high school. Its curriculum consists of integrated academic and vocational subjects, the vocational phase being terminal in nature in every curriculum year.

There are 16 home industries high schools located in different parts of the Philippines. These high schools are entirely financed by the National Government. Their curriculum is basically the same as that of the barrio high schools.

The following are the different types of vocational high schools: trade industrial schools, agricultural schools, fishery schools, and vocational-technical high schools. The agricultural high school consists of the regional agricultural schools, the national agricultural schools which offer both the secondary and collegiate agricultural curricula, and the rural high schools. The fishery schools were established for the purpose of training students for effective methods of fish capture, culture, and preservation.

²Ibid

There are science high schools in which science and mathematics subjects are emphasized. There are two types of science high schools: the regular science high schools such as the Philippine Science High School, the Manila Science High School, the Quezon City Science High School and the Cebu City Science High School and the special science high schools that are included in the 2-2 Plan high schools.

There are some special schools such as the School for the Deaf and the Blind, the Boys' Town High School and the Vicente Madrigal Philippine Training School for Boys (formerly Fabella Memorial High School) for the delinquent children in Welfareville.

The Role of the Public General High Schools

The role of the public general secondary schools in the Philippines may be drawn from the following objectives of secondary education formulated by the Board of National Education in 1957:

The secondary school shall continue the unifying functions of elementary education by providing general education and seek to discover the varying abilities, interests, and aptitudes of the youth and offer courses in the different fields of productive endeavor according to the talents of the youth and in the light of community needs. It shall also initiate a program designed to develop community leadership.

Taking into consideration the economic needs of the country, the school must cultivate vocational efficiency which will help the students become effective members of their family and the community; for those who will continue in the colleges and universities, the secondary school must offer courses to prepare the students for an effective study

in the institutions of higher learning.

The foregoing reveals the following as the role expected of the general secondary schools:

1. To provide general secondary education that will further train the students to become citizens of a democracy;
2. To develop vocational efficiency among the youth to enable them to become effective members of their family and community;
3. To prepare students for the university or higher learning;
4. To initiate a program of community leadership.

The general secondary school is, therefore, expected to meet the needs of the youth and society.

The Role of Public Secondary Vocational Schools

The vocational schools under the Bureau of Vocational Education are of three types: the trade-industrial schools, the agricultural schools and the fishery schools. The trade-industrial schools consists of the schools of arts and trades which offer both secondary and post-secondary curriculum, the national trade schools and the vocational high schools. The agricultural schools consist of the regional agricultural curriculum, the national agricultural schools and the rural schools. The fishery schools consist of the regional schools of fisheries, the national schools of fisheries and the national colleges of fisheries which offer both the collegiate and secondary fishery education curriculum.

The main objective of vocational education in the Philippines is derived from the constitutional mandate of education which is "All schools shall aim to develop moral character, personal discipline, civic conscience, the vocational efficiency, and to teach the duties of citizenship. (Underlining supplied) Basically, the aim of vocational education is "to fit pupils for useful employment."

In consonance with this objective, vocational schools prepare their students to become responsible and useful citizen workers. The vocational schools maintain various training programs to enhance the productive capacity of skilled workers needed in industrial, agricultural and fishery enterprises. In these training programs, the schools design their course offerings in line with present-day requirements and specifications of industry and provide skills, know-how and technical information that are actually found in today's industries by approximating work sites, laboratories, shops, tools, machines and conditions existing presently in industrial concerns.

The role of vocational schools as prescribed by the Bureau of Vocational Education is to initiate and undertake projects and activities that will contribute more substantially and vitally to the socio-economic efforts of the individual student, the community, and consequently the country. The training programs and projects in the vocational schools provide the students with the right skills, abilities and

knowledge that make their training and qualifications marketable in the employment world. Every trade, agricultural and fishery school attempts to enhance and keep up-to-date the students' technical know-how in their chosen courses to help them easily land jobs in the labor market and hold these jobs and grow and prosper in them.

The Role of Private Secondary Education

The imbalance between the number of elementary graduates and the limited accommodation in public secondary schools have encouraged the establishment of privately owned secondary schools throughout the country. For the past years and up to the present, privately owned schools have continually played a major role in absorbing not only elementary graduates from private schools but from public schools as well. Considering therefore that half of the total secondary population are enrolled in private schools, it can be said that these schools have largely contributed to "continuing the unifying functions of elementary education" and to the "preparation of these students for higher learning."

While private schools generally have the same organizational structure and curriculum as government schools, private sectarian schools are distinguished by their emphasis on religion.

To achieve the major objectives of secondary education, the Bureau of Private Schools has approved varied curricular offerings of private high schools, among

which the College Preparatory (2-2 Plan). Secondary Classical Course, Chinese High School Course, Commercial Secondary Course, Technical Secondary Course and Special Vocational Course (2-2 Plan) are popular.

Except for a few high schools, entrance examination is not a requisite to high school admission nor to the choice of course. Most students choose to enroll in the College Preparatory (2-2 Plan) to be able later to earn a degree.

Chapter 3

THE BARRIO HIGH SCHOOL

One of the recent major development in the Philippine secondary education is the establishment of the barrio high school. This is a secondary school established in a small locality or community in the rural areas called the barrio. The objective of a barrio high school is to provide low cost secondary education to students who cannot afford to go to the cities or big towns for a high school education and who shall shoulder most of the cost themselves. The most striking feature of the basis of the barrio high school establishment is as follows: in spite of the fact that rural households are among the lowest group in the country, they have indicated a strong commitment to allocate large portions of their income for education.

The barrio high school was conceived as a solution to the acute shortage of opportunities for secondary education available to the rural youth. This movement aims to extend to the youth in the rural areas the opportunity to acquire more education so that they can improve their social status and contribute more effectively to increased productivity and thereby insure a more rapid development of the rural communities in the country. The barrio high school project was initiated on the following major assumptions:

1. Secondary education should be within the reach of as many youths as possible;

2. The government is unable to support a sufficient number of readily accessible secondary schools;

3. Available facilities exist which can be utilized for secondary education in the rural areas; and

4. Students as well as their parents are able and willing to pay for the cost of their secondary education.

The four-fold purpose³ of the Philippine barrio high schools has been delineated as follows:

1. Educational: to enable the barrio boys and girls of high school age to complete a secondary course and to raise the educational level of rural communities.

2. Economics: to encourage and guide the parents to raise their income by improving the productivity of their farms so that they can pay the tuition fees of their children, and to enable the students to earn a part of their school expenses by engaging in home projects.

3. Social: to reduce, if not to eradicate, juvenile delinquency by having the young people usefully occupied all the time.

4. Administrative: to strengthen the holding power of elementary classes and to provide a means of articulation between the elementary and secondary levels of instruction.

Historical data on the growth of the barrio high schools

³Pedro T. Orata, "Self-Supporting Public Barrio High Schools", Bulletin No. 14, s. 1966. Bureau of Public Schools.

are given in detail in Appendix A.

The Secretary of Education authorizes the opening of the barrio high schools and the closing of any of them which he may find operating in violation of any provision of the Barrio High School Charter or any rule or regulation promulgated by authority of said law. Rules and regulations for the implementation of the Barrio High School Charter are found in Appendix B.

THE METHODS OF FINANCING

Chapter 4

HOW THE PUBLIC HIGH SCHOOLS ARE FINANCED

The financial support of high schools is derived from tuition fees, matriculation fees, donation from parent-teacher associations and private individuals, and aid from local and national governments. The main source of funds, however, for the operation of a big number of high schools comes from tuition fees paid by the students. Tuition fees are charged by all high schools except those located in the City of Manila, Queson City, and Iloilo City where secondary education is free. The fees vary from school to school, however, and is largely dependent upon the financial capacity of the local government supporting it. Generally, tuition fees in the nationally-supported schools are lower, ranging from P40 to P80 per annum. Rates in locally-supported high schools range from P80 to P130 a year.

Table 2 below shows that on the average, 60 per cent of the total current expenditures of secondary schools supported by the provincial government are derived from tuition fees.

Table 2. AMOUNT AND PER CENT OF THE
TOTAL BUDGET FOR SECONDARY
EDUCATION DERIVED FROM TUITION
FEES, FISCAL YEAR 1965-1969

Fiscal Year	Total Budget	Amount from Tuition fees	Per Cent
1965	P18,242,960	P12,065,882	66.24
1966	21,245,837	12,723,488	59.88
1967	20,589,536	12,866,538	62.49
1968	23,447,233	12,763,934	54.43
1969	22,991,190	13,013,186	56.60
Five-Year Average			59.93

Source: General Auditing Office Report to the
President of the Philippines, Fiscal
Year 1965-1969.

National Aid

The National Government extends to provincial, municipal, and city high schools except those in the Manila and Quezon City by virtue of Republic Act No. 3478 as amended by Republic Act No. 4128. The average per capita allotment for the last three fiscal years (1969-1971) is P21.20. Table 4 shows the aid given by the national government to the regular high schools, 1965-1971.

Table 3: AID GIVEN BY THE NATIONAL GOVERNMENT
TO PROVINCIAL, MUNICIPAL AND CITY HIGH
SCHOOLS, SCHOOL YEARS 1965-66 to 1970-71

Y e a r	National Appropriation During the Past Five Years
1965 - 66	P9,900,000.00
1966 - 67	4,526,157.00
1967 - 68	4,856,220.00
1968 - 69	4,856,220.00
1969 - 70	8,033,000.00
1970 - 71	7,812,785.00

Source: Finance Division, Bureau of Public Schools

Release per high school is dependent upon the size of enrolment. The law (Republic Act No. 3478) authorizes an annual national aid of P10,000,000 to public secondary schools. The whole amount, however, is not released yearly due to lack of available funds.

Other Sources

In 1968 Congress passed Republic Act No. 5447 known as the Special Education Fund Act. This fund is derived from the additional tax of one per centum of the assessed value of real property and a portion of the taxes on Virginia type cigarettes and on imported leaf tobacco. This fund is utilized, among others, for the payment and adjustment of the salaries of public school teachers, purchase and upkeep of teaching materials, etc.

The reversion of the general funds of the local governments to school funds is another source. This financial assistance

of the local government to the high schools is not mandatory.

There is no law that guarantees the necessary funds nor a fixed percentage of aid for the maintenance of a provincial, municipal, or city secondary school. Such assistance depends upon a number of factors, such as: adequacy of local funds, interest of local officials in their schools and public relations of the school administrators and teachers with their provincial, city, or municipal board - the body entrusted by law to approve the budget of the provincial, city or municipal high school. To a large extent this aid is earmarked for the purchase, construction or rental for school sites and/or buildings. A portion of the amount for the construction of school buildings may sometimes come from the Public Works Fund.

By authority of the President of the Philippines, the matriculation fee in the general high schools is ₱2.00. The payment of the fees is obligatory on the part of the students although exceptions are made in certain cases because of the poor economic situations of the student. Sixty per cent of the amount collected by the school from the matriculation fee goes to the library fund of the school and forty per cent to the athletic fund. A certain portion of the library fund may be used for subscription to magazines and newspapers for general reading of the students and for appropriate pictures for classroom decoration.

The parent-teacher association (PTA) help in the financing of the regular high schools by donating money, materials, or labor for the needs and improvement of the schools. The funds are raised through benefit shows, lotteries and others sponsored

and others sponsored by the PTA, monetary contributions from members of the PTA, donations from civic-spirited citizens and alumni of the school.

Some amounts are raised from products grown in the school grounds.

The National High Schools

The bulk of the financing of the national high schools rests on the National Government (54 per cent of their income comes from the National Government). Those schools are created by Act of Congress which stipulates the amount to be provided for their operation and maintenance. Thereafter, the necessary funds for the operation and maintenance of the said schools are to be included in the Annual General Appropriation Act of the National Government which is popularly known as the Annual Budget of the National Government.

National Appropriations for Regular High Schools

For the fiscal year 1970-1971 the total national appropriation for the Department of Education was ₦961,074,000.00. Of this amount, ₦873,087,420.00 was appropriated for the Bureau of Public Schools. The appropriation for general secondary schools amounted to ₦19,757,785.00. Table 5 below indicates such appropriations and those for other years starting with school year 1965-1966.

Table 4. APPROPRIATIONS FOR THE DEPARTMENT OF
EDUCATION, BUREAU OF PUBLIC SCHOOLS
AND GOVERNMENT GENERAL SECONDARY
SCHOOLS, 1965-1971.

	Appropriation for 'Dept. of Education'	Appropriation for 'Bu. of Pub. Sch.'	Appropriation for 'Secondary Schools'
1965-66	P598,280,520.00	P527,842,797.00	P11,412,940.00
1966-67	599,516,520.00	536,122,090.00	7,542,225.00
1967-68	761,760,958.00	643,750,856.00	7,543,220.00
1968-69	780,618,000.00	704,779,000.00	7,723,220.00
1969-70	827,648,000.00	737,815,000.00	11,478,000.00
1970-71	961,074,000.00	873,087,420.00	19,757,785.00

Source: Finance Division, Bureau of Public Schools.

Any savings on the appropriations may be utilized to the provisions of Section 7-1 (4) of Commonwealth Act No. 246 as amended.

The Budget of the Regular High School

In running a general secondary school, at least 66.8 per cent of its income is spent for personnel services which includes the salaries of the teaching force and other school personnel. The minimum salary paid by the local or national government for general secondary school teachers is P3792 per annum in accordance with the provisions of Republic Act No. 5168 as amended. Maintenance cost involving supplies, curricular materials, textbooks, sundry expenses, school plant, etc. constitutes 18.1 per cent of its total expenditures. Special expenses which cover dental and medical services, salary adjustment, etc. take up 15.1 per cent of the school budget. The budget of the school is prepared by the

Principal, forwarded to the Superintendent and submitted to the government that maintain the school. It is obligatory that the school budget be approved by the Department of Finance, except in the case of Manila where the approval of the Mayor is final.

Chapter 5

HOW THE BARRIO HIGH SCHOOLS ARE FINANCED

Primary Source of Funds

The barrio high schools are supported primarily by the tuition fees paid by the students which amount shall not be higher than the tuition fees charged in the provincial high school. However, if the amount of tuition and other fees in the provincial high school is not enough to insure the normal operation of the barrio high school, the Barrio Council may apply for subsidy from the city, province, or municipality as the case may be. If this is not possible, the Barrio Council may petition the Secretary of Education for exception from the provision of law limiting the amount of tuition fee to be charged each student. (See Annex B for detailed rules and regulations for the implementation of Republic Act No. 6054, otherwise known as the Barrio High School Charter).

Barrio high schools charge tuition fees averaging P90.00 a year, plus matriculation and other fees amounting to P10.00. Each student, therefore, spends an average of P100.00 annually. About one-third to one-half of the tuition is paid in kind or in cash. Fees are usually paid in installments.

National and Local Government Aid

Republic Act No. 6054, otherwise known as the Barrio High School Charter, has specifically designated the following as secondary sources for the financing of the barrio high schools:

- a) Any amount of the ten per cent estate tax

accruing to the Barrio General Fund under Section 23 of Republic Act No. 3590 that is not appropriated under any other law.

b) Five per cent of the real estate tax collected within the barrio which is to be deducted in equal amount from the share of the province and of the municipality.

All appropriations from the two sources above in (a) and (b) are appropriated by the Barrio Council exclusively for the improvement of instruction in the barrio high schools, such as the purchase of textbooks, instructional aid and equipment, etc.

c) A share from the appropriations for textbooks, instructional aids and devices, equipment for vocational courses, and other items of activities under Republic Act No. 5447 from the School Board of the city or municipality where the barrio high school is located.

The difference between the teachers existing salary rates and the standardized salary rates authorized under Republic Act No. 5168 as amended by Republic Act No. 6362 is paid by the national government.

Table 6 shows the general magnitude of the income of Philippine barrio high schools.

TABLE 5. PHILIPPINE BARRIO HIGH SCHOOLS
ESTIMATED REVENUES, SCHOOL YEAR
1969-1970 (IN THOUSAND PESOS).

Sources	Amount	Per Cent
Tuition Fees	P14,400	88.34
Matriculation and other Fees	1,600	9.82
Municipal and Provincial Government Support	188	1.15
Miscellaneous	112	.69
	P16,300	100.00

Source: Presidential Commission to Survey
Philippine Education, Sectoral Report
on Financing.

Other Sources of Funds

Additional support for the barrio high schools is provided through organized fund-raising activities within the barrio by the Parent-Teacher Association (PTA) and voluntary contributions and/or donations in cash or in kind by some civic-spirited citizens.

Another source of support for the barrio high schools was mobilized through the Barrio Book Foundation in July, 1967. Its major objective is to assist barrio high schools in the procurement of books at minimal cost. The Foundation is supported from the income of a P1.6 million endowment fund which is invested in marketable securities as well as in the production of books for distribution.

The five million pesos (P5,000,000.00) or so much thereof appropriated by Republic Act No. 5447 as aid to barrio high schools has been constituted as a special trust fund

administered by the Secretary of Education, the proceeds of which are used exclusively as national contribution to barrio high schools.

Administration of Barrio High School Funds

The Barrio Council is responsible for the administration of funds for the operation of the barrio high school. This includes the safekeeping of trust funds of all income derived from the school and other sources and of their proper disbursement in accordance with the budget that has been previously approved by the Council, subject to the usual accounting and auditing regulations. The regular budget of the barrio high school is prepared by the administrator with the assistance of the Office of the School Superintendent and approved not later than July first of each year.

All funds for the establishment, operation, and maintenance of the barrio high school are deposited with the municipal treasurer by the barrio treasurer whose bond is fixed by the barrio council but in no case less than one thousand pesos (P1,000).

Manner of Collection of Fees

The collection of tuition fees and other school fees and charges is in accordance with the schedule fixed by the Barrio Council and approved by the Director of Public Schools. This is done by the Barrio Treasurer with the assistance of the full-time teachers of the barrio high school.

Collection of student fees and other funds derived from any other source for the operation and maintenance of the barrio high school are entered in the municipal treasury accounts

as Barrio High School Special Funds.

Manner of Disbursements

All disbursements for the operation and maintenance of the barrio high schools are made by the Municipal Treasurer in accordance with the provisions of law and existing rules and regulations. Such disbursements include the payment of salaries of teachers. All vouchers in payment of obligations incurred in connection with the operation of the barrio high school are initialled by the Assistant Principal of the barrio high school and signed by the Barrio Captain.

In the case of a barrio high school established and operated by two or more barrios, the manner of deposit and disbursement of the funds for the school is fixed and determined by the Auditor General or his authorized representative. Until such arrangements have been determined the treasurer of the barrio in which the high school is located performs all the functions above.

Chapter 6

FINANCING EDUCATION IN THE PRIVATE SECONDARY SCHOOLS

Introduction

The Bureau of Private Schools supervises 2,890 schools including 37 universities, 447 special vocational schools and 152 Chinese schools. If the present threat of closing down private schools were to come true, the government schools would be faced with the problem of accomodating 1,988,531 students and of providing jobs to 78,832 teachers,⁵ not to mention the schools' administrative staff and service personnel.

For purposes of this study, sample schools are taken according to a systematic sampling procedure with a random start from the list of all schools offering complete secondary course. Except for the Chinese schools, the schools chosen were those offering only the secondary course in order not to complicate the determination of expenditures in school administration.

Inasmuch as financing varies from one group of schools to another, it was deemed important to categorize the sample schools into Catholic, Non-Sectarian, Protestant and Chinese.

⁵Annual Report of the Department of Education, 1970-'71, Table 1 - School Enrolment at All Levels of Education from 1966-'67 to 1970-'71, pp. 5, 10.

During school year 1970-'71, there were 1,936 private schools offering secondary courses. Courses offered were agricultural, business, classical, technical, home economics, vocational (2-2 Plan) and the academic (2-2 Plan, College Preparatory).

Table 6. STATISTICAL DATA ON PRIVATE SECONDARY SCHOOLS FOR THE LAST FIVE YEARS*

School Year	No. of Schools Offering Secondary Courses	Teachers	Enrolment
1966 - 1967	1,634	22,630	784,587
1967 - 1968	1,775	24,441	812,906
1968 - 1969	1,898	28,096	884,764
1969 - 1970	1,916	28,182**	915,516***
1970 - 1971	1,936	35,138	940,161

* Annual Report, Department of Education, 1970-1971.
** Projected.

Table 6 indicates the gradual increase of the number of private secondary schools, enrolment and teachers from year to year. By the school year 1970-1971, there were 1,936 schools, 35,138* teachers and 940,161** secondary students.

Comparison of secondary enrolments in all types of schools throughout the country indicated that as of 1970-71 private high schools comprise 55 per cent⁶ of the total secondary enrolment in the Philippines.

⁶Ibid, pp. 5, 10.

Expenditures of Private Schools

So far as non-governmental schools are concerned, competition is found in an open market. A school has to be located in a strategic place, put up school buildings equipped with adequate and modern facilities and at the same time offer attractive salaries commensurate to the qualifications of teachers and administrators.

The total estimated capital expenditures on sites alone of private high schools, as indicated in Table 7 was P103,078,602.88 in 1970-1971 of which Chinese high schools ranked first in their mean expenditure of P120,128.52, followed by Catholic high schools in their mean expenditure of P59,109.85. Non-sectarian high schools ranked third while Protestant high schools ranked fourth in their mean capital expenditure of P7,243.56. The same table shows the distribution of other expenditures, the highest of which was earmarked on school buildings which amounted to P175,281,025.92. This estimate, however, included the total expenses.

Among the recurring expenditures, the highest was on teachers' salaries and the lowest was on references books which amounted to P80,538,664.80 and P2,856,664.80, respectively. Comparing the different school categories according to this distribution, the Chinese schools were considered top spenders except in their spending for

Table 7. DISTRIBUTION OF EXPENDITURES OF SECONDARY SCHOOLS BY CATEGORY, 1970-1971

School Category	No. of Schs.	Capital Expenditure (Total Since Operation)								Current Operating Expenditures									
		Site		School Building		Welfare Facilities		Teacher's Salary		Administration		Textbooks		Reference Books		Miscellaneous		Total	
		Mean	'RK'	Mean	'RK'	Mean	'RK'	Mean	'RK'	Mean	'RK'	Mean	'RK'	Mean	'RK'	Mean	'RK'	Mean	'RK'
CATHOLIC	40	59,109.85	'2	70,373.40	'2	7,885.02	'3	24,196.96	'4	7,050.31	'3	2,190.58	'3	1,434.65	'3	4,801.97	'3	39,674.47	'4
NON-SEC.	35	20,079.92	'3	50,541.36	'4	10,857.90	'2	32,050.31	'2	7,611.85	'2	2,858.48	'2	1,793.01	'1	3,812.26	'4	48,125.91	'2
PROTESTANT	9	7,243.56	'4	61,107.71	'3	1,181.89	'4	30,104.12	'3	5,398.71	'4	1,084.70	'4	705	'4	8,437.36		45,729.89	'3
CHINESE	18	120,128.53	'1	243,201.18		17,504.84	'1	102,659.78	'1	27,949.21	'1	5,993.71		1,521.09	'2	13,209.39		151,333.18	'1
TOTAL SAMPLE SCHOOLS	102	53,243.08		90,537.72		9,566.84		41,600.55		11,063.38		2,921.33		1,475.55		6,444.09		63,504.90	
TOTAL ESTI-MATED EXPEN-DITURE FOR ALL SCHOOLS OFFERING SECONDARY COURSES		103,078,602	'88	175,281,025	'92	18,521,402	'24	80,538,664	'80	21,418,703	'68	5,655,694	'88	2,856,664	'80	12,475,758	'24	122,945,486	'40
HIGHEST EXPENDITURE		642,000		1,000,000		55,000		550,748.02		131,745.36		23,732.44		9,338.26		102,443			
LOWEST EXPENDITURE		440		900		130		1,023		375		62		50		100			

reference books. However, it may be mentioned that Chinese high schools offer also elementary courses. Catholic high schools ranked second in capital expenditure and non-sectarian schools ranked second in recurring expenditures on teachers' salaries, administration, textbooks and welfare facilities. Protestant schools were the least spenders on school sites, welfare facilities, administration, textbooks and references but ranked second in their operating expenses.

Except for donations and gifts from private individuals and philanthropic organizations, private schools, colleges and universities are supported mainly by tuition fees. A study of the sources of income of certain sample schools during school year 1970-1971 indicated (see Table 8) that the schools had an average income of P35,078.78 from tuition fees and P9,827.33 from gifts and donations. This gives estimated total income from tuition fees of P106,632,518.08 and donations and gifts of P11,163,846.88 for all schools in the different district areas. Comparison of sources of income (Table 8) indicates that income from tuition fees and donations are not sufficient if we consider the amount earmarked for operating expenses and for teachers' salaries, administration and other recurring expenditures. Continued operations of private institutions within required standards would be impossible unless the

Table 8. SOURCES OF INCOME OF PRIVATE SCHOOLS 1970-1971

Sources of Income	Sample Schools by Categories					Total for All Schools (estimate)
	Catholic	Non-Sectarian	Protestant	Chinese	TOTAL	
A. Tuition Fees						
Total	P1,504,506.40	P1,511,984.60	P 388,795.95	P2,349,862.38	P3,618,035.56	P106,632,518.08
Mean	37,612.66	43,199.56	27,953.55	130,547.91	55,078.78	55,078.78
No. of Schools (Sample)	40	35	9	18	102	1,936
B. Gifts/Donations						
Total	91,750.32	45,166.20	144,248.86	828,481.92	559,467.13	11,163,846.88
Mean	3,822.93	3,763.85	20,606.98	15,693.44	9,827.33	9,827.33
No. of Schools (Sample)	24	12	9	18	61	1,136*

* Estimated number of schools given donations.

government provides certain aids and grants in the form of subsidies.

The annual school fees are in the form of tuition, registration, laboratory, library and others. Table 9 shows the amount charged by each school category. The average tuition fee charged by Catholic schools was P198 the range of which was P140 to P300 per school year. Non-sectarian schools collected an average of P212.56 and Protestant schools P202.86. Chinese schools collected the highest average tuition fee of P216.92, the range of which was P114.92 to P400.00. Protestant schools collected the highest registration fee of P13.33 while Chinese schools collected only P4.67. Non-Sectarian schools collected the least library fee which was P3.41 and Chinese schools collected the highest which was P5.50. The highest total fees collected annually came from Chinese schools with an average of P253.60 ranging from P142 to P470 and the least came from Catholic schools with an average of P232.19 and ranging from P168 to P380.

The national government provides funds for supervising private institutions throughout the country. No definite fund is provided for supervising a specific educational level so that whatever budget allocation is earmarked for the Bureau of Private Schools, its use is for the supervision, regulation and evaluation of private educational institutions in general. The supervisory

Table 9. ANNUAL SCHOOL FEES CHARGED BY
SCHOOL CATEGORY
1970-1971

School Fees	Catholic School	Non-Sectarian School	Protestant School	Chinese School
1. Tuition				
Mean	P198	P212.56	P202.86	P216.92
S D	18			
Highest	300	400	300	400
Lowest	140	100	140	114.92
No. of Schools	39*	35*	7*	15*
2. Registra- tion				
Mean	P 9	P 6.65	P 13.33	P 4.67
S D	7.75			
Highest	30.00	10.00	25.00	5.00
Lowest	2.00	2.00	5.00	4.00
No. of Schools	25*	22*	6*	3*
3. Laboratory				
Mean	P 4.50	P 4.66	P 5.83	P 7.75
S D	2.87			
Highest	15.00	10.00	10.00	28.00
Lowest	1.00	1.00	1.00	
No. of Schools	31*	28*	6*	4*
4. Library				
Mean	P 3.47	P 3.41	P 5.25	P 5.50
S D	2.11			
Highest	10.00	6.00	10.00	10.00
Lowest	1.00	1.00	3.00	1.00
No. of Schools	31*	29*	6*	2*
5. Matricu- lation				
Mean	P 7.72	P 6.65	P 4.40	P149.83
S D	6.43			
Highest	30.00	13.00	5.00	220.00
Lowest	2.00	2.00	2.00	9.50
No. of Schools	16*	14*	5*	3*

Continuation

School Fees	Catholic School	Non-Sectarian School	Protestant School	Chinese School
6. Medical				
Dental				
Mean	P 2.72	P 3.88	P 2.90	P 4.33
S D	2.00			
Highest	10.00	5.50	5.00	8.00
Lowest	1.00	.50	.50	2.00
No. of Schools	25*	17*	5*	3*
7. Athletics				
Mean	P 2.28	P 2.50	P 2.00	P 5.00
S D	1.17			
Highest	5.00	12.00	5.00	
Lowest	1.00	.50	1.00	
No. of Schools	28*	30*	6*	1
8. ROTC				
Mean	P 3.50	P 3.25	P 2.25	
S D	1.07			
Highest	5.00	6.00	3.50	
Lowest	2.00	1.00	1.00	
No. of Schools	2*	4*	2*	
9. Graduate				
Mean	P 10.32	P 10.32	P 21.25	P 10.00
S D	5.52			
Highest	25.00	35.00	50.00	
Lowest	5.00	5.00	10.00	
No. of Schools	17*	16*	4*	
10. Diploma				
Mean	P 9.53	P 11.15	P 8.40	P 10.60
S D	2.73			
Highest	15.00	25.00	15.00	20.00
Lowest	5.00	2.00	2.00	3.00
No. of Schools	29*	26*	5*	5*

Continuation

School Fees	Catholic School	Non-Sectarian School	Protestant School	Chinese School
11. Publication				
Mean	P 3.67	P 2.62	P 2.00	P 5.67
S D	1.90			
Highest	5.00	11.00	3.50	10.00
Lowest	1.00	1.00	.50	1.00
No. of Schools	3*	11*	3*	3*
12. Other Fees				
Mean	P 8.13	P 5.39	P 2.86	P 55.12
S D	7.96			
Highest	30.00	20.00	9.00	10.00
Lowest	1.00	1.00	.50	13.00
No. of Schools	19*	14*	5*	8*
Total Fees Per Student				
Mean	P232.19	P243.93	P250.11	P253.60
S D	25.42			
Highest	380.00	482.00	411.00	470.00
Lowest	168.00	172.00	210.00	142.00
No. of Schools	40	35	7	15

NOTE: Total Number of Schools offering purely secondary course except Chinese, Chinese Schools included have also elementary course.

* Numbers of schools which reported such annual school fees.

functions of the Bureau of Private Schools are carried out by 219 supervisory personnel in the central office and in the 20 district offices scattered all over the country. For such functions, the government spent (Table 10) P1,578,664.00 during Fiscal Year 1970-'71,

Table 10. SUMMARY OF OBLIGATIONS FOR BUREAU OF PRIVATE SCHOOLS FISCAL YEAR 1971 and 1972.

Description	Actual 1971	No. of Personnel	Estimate 1972	No. of Personnel
Supervision, regulation and evaluation of private educational institution	P1,578,664	219	P1,783,660	247
General Administration	563,340	79	946,900	87

and will spend an estimated amount of P1,783,600 in 1972.

It should be noted that the Bureau of Private Schools in general has an appropriated expenditure of P2,656,985 for Fiscal Year 1970-'70, a sum representing approximately 0.63 per cent of the national appropriation of the Department of Education.⁷ While it has an appropriation of P1,709,449 for supervision, regulation, and evaluation of private schools, the amount programmed for expenditure was only P1,578,664.

⁷Ibid., p. 113, 113a

It should be stated that unlike public schools where financing is a government concern, funding private schools is solely the responsibility of private school owners. Considering that their source of income is derived primarily from tuition fees, although some schools are recipients of donations and gifts from benefactors, these are not sufficient to pay for the salaries of teachers and administrators, for books and operational expenses. Insufficiency of funds usually give rise to poor instructional facilities, inefficiency of instruction and even encourages owners to admit more students than their facilities can accommodate.

The Fund for Assistance to Private Education

A few months after the inauguration of the Fund for Assistance to Private Education (FAPE), on October 22, 1969, it launched a number of assistance operations and survey of the state of private education. In determining what projects should be undertaken, the Fund, through its principal decision-making body, the Private Education Assistance Committee, decided to give priority to improvement of graduate education, general improvement in private education, science and mathematics instruction, and college and university administration.

The Fund approved the organization of a Guidance and Admission Board of Private Secondary Schools, Colleges and Universities.

Envisioned to be established as an independent, non-profit educational agency, the Board serves participating schools in such programs as college admission, educational guidance, placement in academic-curricula, scholarship selection, and psychological testing.

For the Secondary schools, the Board provides supplementary tests that would be used to identify able and talented students and help in the early guidance of prospective college students. It is expected in the student's choice of a professional program and thus help in correcting some of the imbalances that exist in the educational system.

Chapter 7

SYSTEM OF FINANCING PUBLIC
SECONDARY VOCATIONAL SCHOOLS

The established, maintenance and operation of public secondary vocational schools in the Philippines is funded mainly by national government funds. This is specially so because of the nationalization of trade and agricultural schools in 1953 pursuant to Republic Act No. 948. Before this date, Republic Act No. 175, approved in 1947, authorized the collection of tuition fees from students, and Republic Act No. 364, approved in 1949, authorized the schools "to collect tuition fees from their students, receive contributions from private banks and other financial institutions." The proceeds therefrom, however, have been negligible up to the present time. Local government financial assistance, if any, has been woefully small. The proceeds from production and commercial jobs and income for vocational schools. However, this source is sporadic and does not generate enough funds. Financial statistics in the bureau indicate that on the average the percentage participation of funding other than national government is 13 per cent. This shows that the secondary vocational education program cannot be operated without national contribution.

Every year the Congress of the Philippines enacts the General Appropriations Act which includes, among others,

lump-sum appropriations for the maintenance and operation of secondary vocational schools. These appropriations are the bases of the allotments released to the different schools. Once released, these allotments become part of the special trust funds of the schools. The special trust fund of each school is ordinarily composed of the national contribution (general fund allotments), income derived from the tuition fees, production, and commercial jobs, donations, if any, and school balances. Authority to spend the special trust fund is secured individually by the schools from the President of the Philippines, in a special budget, pursuant to the provisions of Commonwealth Act No. 246. Balances of school funds at the end of the fiscal year do not revert to the unappropriated surplus of the general fund in the national treasury, but remain with the school to be re-budgeted for its use.

Congress provides yearly increments to the appropriations of the schools to cover additional cost of operations.

Republic Act No. 5447 provides for additional source of funds for secondary vocational schools. This fund is disbursed upon authority of local school boards, namely the Provincial School Board, the City School Board and the Municipal School Board. A portion of the special education fund is remitted to the National Treasury as a contribution

to the Stabilization Fund for purposes of assisting provinces, cities, and municipalities which are inadequately financed. The secondary vocational schools fall under the jurisdiction of provincial school boards. Allocations, however, from the special education fund for use of secondary vocational schools have been very minimal on account of the fact that quite a large portion of the fund is earmarked to support public elementary education.

The figures on expenditures are divided into: personal services, maintenance and other operating expenses, and equipment. It may be mentioned, in this connection, that no actual data on expenditures solely for secondary vocational education. The figures used in this paper were obtained by using the formula:

$$\frac{\text{Total Expenditures}}{\text{Total Enrolment}} \times \text{Secondary Enrolment} = \text{Expenditure for Secondary Enrolment}$$

The figures in Table 12 show roughly that expenditures for secondary vocational education in the Philippines steadily increased from P29,457,212.01 in 1964-1965 to P29,617,377.68 in 1965-1966; P34,582,806.41 in 1966-1967; P36,143,754.26 in 1967-1968; P42,990,936.52 in 1968-1969; P43,348,064.44 in 1969-1970; and P46,081,310.92 in 1970-1971.

Table 12 shows that the per student cost appears to fluctuate somewhat during the five-year period. It seems that the per secondary fishery student costs is the

highest of the three types of students: trade, agriculture, fishery. In 1964-1965, the per fishery school student cost was P767.64, while the trade school student was P279.03 and the agricultural school student P490.08. In 1968-1969, the per fishery school student was P711.31, the trade school student was P362.43 and the agricultural school student was P629.86. In 1969-1970, the per fishery school student was P808.85, the trade school student P363.73 and the agricultural school student P593.53. In 1970-1971, the per fishery school student was P729.24, the trade school student P368.80 and the agricultural school student P594.28. It may be mentioned, in this connection, that in getting the per student cost only the total yearly appropriation for the types of schools was taken into consideration. Expenditures involving buildings and equipment which are more or less permanent in nature and which have been in existence for some years were not considered.

Table 11. EXPENDITURES IN DIFFERENT TYPES OF PUBLIC VOCATIONAL SCHOOLS FROM 1964-1965 TO 1970-1971

Training Program/ Expenditures	1964-1965	1965-1966	1966-1967	1967-1968
Agriculture				
Personal Services	8,504,883.27	9,228,067.06	9,743,813.52	10,512,019.80
Maintenance & Other				
Operating Expenses	3,642,042.69	2,620,700.85	4,518,733.92	4,729,168.08
Equipment	639,751.32	386,330.79	293,643.12	263,055.96
T o t a l	12,786,677.26	12,235,098.70	14,556,190.56	15,504,243.84
Fishery				
Personal Services	2,395,502.10	2,706,189.18	2,964,126.96	3,380,449.90
Maintenance & Other				
Operating Expenses	1,702,535.76	1,394,123.61	2,055,940.54	1,955,564.70
Equipment	503,196.30	406,041.24	309,267.17	408,043.12
T o t a l	4,601,234.16	4,506,354.03	5,329,334.67	5,744,057.72
Trade				
Personal Services	8,950,571.78	10,027,735.80	10,718,313.00	11,473,768.35
Maintenance & Other				
Operating Expenses	3,136,728.79	1,838,250.85	3,519,857.90	3,098,517.75
Equipment	-	1,010,138.30	458,300.28	323,166.60
T o t a l	12,087,300.57	12,876,124.95	14,696,481.18	14,895,452.70
All Vocational Schools				
Personal Services	19,850,957.15	21,961,992.04	23,426,253.48	25,366,238.05
Maintenance & Other				
Operating Expenses	8,481,307.24	5,853,075.31	10,094,542.36	9,783,250.53
Equipment	1,142,947.62	1,802,510.33	1,061,210.57	994,265.68
T o t a l	29,475,212.01	29,617,577.68	34,582,006.41	36,143,754.26

Training Program/ Expenditures	1968-1969	1969-1970	1970-1971
Agriculture			
Personal Services	11,358,011.60	11,946,644.76	14,209,894.80
Maintenance & Other			
Operating Expenses	5,916,877.75	4,342,953.86	4,073,206.50
Equipment	1,571,151.71	1,886,070.57	1,452,937.50
T o t a l	18,846,041.06	18,175,669.19	19,736,039.80
Fishery			
Personal Services	3,727,944.29	4,050,571.00	5,189,465.51
Maintenance & Other			
Operating Expenses	2,375,927.35	1,926,202.60	1,711,082.23
Equipment	698,385.89	1,865,705.80	1,055,987.58
T o t a l	6,802,257.53	7,842,479.40	7,956,535.32
Trade			
Personal Services	11,884,274.36	12,587,332.55	14,249,775.19
Maintenance & Other			
Operating Expenses	4,823,380.80	3,248,912.55	2,852,547.81
Equipment	634,962.77	1,493,670.75	1,286,413.80
T o t a l	17,342,647.93	17,329,915.85	18,388,736.80
All Vocational Schools			
Personal Services	26,970,230.25	28,584,548.31	33,649,135.50
Maintenance & Other			
Operating Expenses	13,116,185.90	9,518,069.01	8,636,836.54
Equipment	2,904,520.37	5,245,447.12	3,795,338.88
T o t a l	42,990,936.52	43,348,064.44	46,001,310.92

Table 12. PER STUDENT COST IN PUBLIC
VOCATIONAL SCHOOLS FROM
1964-1965 to 1970-1971

Breakdown	1964 - 1965			
	Agriculture	Fishery	Trade	Total for all types
Personal Services	325.97	399.65	206.62	932.24
Maintenance & Other				
Operating Expenses	139.59	284.04	72.41	496.04
Equipment	24.52	83.95	-	108.47
T o t a l	490.68	767.64	279.03	1,536.75

Breakdown	1965 - 1966			
	Agriculture	Fishery	Trade	Total for all types
Personal Services	357.24	407.62	239.64	1,004.84
Maintenance & Other				
Operating Expenses	101.55	209.99	43.93	355.47
Equipment	14.97	61.16	24.14	100.27
T o t a l	474.10	678.77	307.71	1,460.58

Breakdown	1966 - 1967			
	Agriculture	Fishery	Trade	Total for all types
Personal Services	352.73	382.32	246.50	981.55
Maintenance & Other				
Operating Expenses	163.58	265.18	80.95	509.71
Equipment	10.63	39.89	10.54	61.06
T o t a l	526.94	687.39	337.99	1,552.32

Breakdown	1967 - 1968			
	Agriculture	Fishery	Trade	Total for all types
Personal Services	360.05	393.35	254.21	1,007.61
Maintenance & Other				
Operating Expenses	161.98	227.55	68.65	458.18
Equipment	9.01	47.48	7.16	63.65
T o t a l	594.28	729.24	368.80	1,692.32

Breakdown	1968 - 1969			Total for all types
	Agriculture	Fishery	Trade	
Personal Services	379.60	389.83	248.36	1,017.79
Maintenance & Other				
Operating Expenses	197.75	248.45	100.80	547.00
Equipment	52.31	73.03	13.27	138.21
T o t a l	629.86	711.31	362.43	1,703.60

Breakdown	1969 - 1970			Total for all types
	Agriculture	Fishery	Trade	
Personal Services	390.12	417.80	264.19	1,072.11
Maintenance & Other				
Operating Expenses	141.82	198.61	68.19	408.62
Equipment	61.59	192.44	31.35	285.38
T o t a l	593.53	808.85	363.73	1,766.11

Breakdown	1970 - 1971			Total for all types
	Agriculture	Fishery	Trade	
Personal Services	427.88	472.07	285.79	1,185.74
Maintenance & Other				
Operating Expenses	122.65	161.11	57.21	340.97
Equipment	43.73	96.06	25.80	165.61
T o t a l	594.28	729.24	368.80	1,692.32

PART III

STATISTICAL DATA ON ENROLMENT,
EXPENDITURES AND COSTS

Chapter 8

STATISTICAL DATA ON ENROLMENT

The right to education in the Philippines is recognized and respected. This is the compelling reason for the expansive scope of Philippine education, especially at the first level. This is also the reason for the fast-increasing school population at all levels of education. The average rate of increase at the first level alone is over half a million annually. The increase in enrolment at the second level can be attributed partly to the establishment of barrio high school all over the country. Table 13 shows the secondary school enrolment by bureaus and year of schooling. Table 14 shows the enrolment of secondary schools under the Bureau of Vocational Education by type of education. Enrolment in public, national, city, provincial, and municipal general secondary schools (regular high schools) and barrio high schools under the Bureau of Public Schools is shown in Table 16. Secondary school enrolment grew at the rate of 755 per cent yearly from school years 1966-1967 to 1970-1971. Secondary school enrolment index in school in school year 1970-1971 with school year 1966-1967 as base was 133.72 per cent.

Table 13. SECONDARY ENROLMENT BY BUREAU AND YEARS
SCHOOL YEARS 1966-1971

Bureau Schools and Year	1966-67	1967-68	1968-69	1969-70	1970-71
BUREAU OF PRIVATE SCHOOLS	781,511	809,505	879,544	915,516	956,402
First Year	248,173	255,734	275,344	283,532	294,622
Second Year	206,082	209,110	229,058	238,766	249,621
Third Year	176,533	183,402	200,348	208,725	220,211
Fourth Year	150,721	161,259	174,794	184,493	191,948
BUREAU OF PUBLIC [*] SCHOOLS	406,552	451,570	513,717	566,013	643,927
First Year	143,136	164,467	189,486	200,598	232,021
Second Year	103,585	119,419	139,772	153,589	171,038
Third Year	90,049	90,762	105,209	118,793	135,241
Fourth Year	69,782	76,922	79,250	93,033	105,627
BUREAU OF VOCATIONAL EDUCATION	78,859	82,915	86,833	87,757	93,855
First Year	28,727	31,066	33,596	33,667	37,142
Second Year	20,354	20,532	22,172	22,860	24,059
Third Year	16,356	16,776	16,539	17,191	17,999
Fourth Year	13,422	14,541	14,526	14,039	14,655
T O T A L	1,266,922	1,343,990	1,480,094	1,569,286	1,694,184
First Year	420,036	451,267	498,426	517,797	563,785
Second Year	330,021	349,061	391,002	415,215	444,718
Third Year	282,940	290,940	322,096	344,709	373,451
Fourth Year	233,925	252,722	268,570	291,565	312,230

Source: BPS Statistical Bulletins, 1966-1971
BVE Statistical Bulletins, 1966-1971
BPrS Statistical Bulletins, 1966-1971

* This number does not include the enrolment in public
chartered colleges and state universities.

Table 14. SECONDARY ENROLMENT IN THE BUREAU OF VOCATIONAL EDUCATION BY CURRICULUM FOR SCHOOL YEARS 1966-1967 TO 1970-1971

Curriculum	E n r o l m e n t				
	1966-67	1967-68	1968-69	1969-70	1970-71
Vocational Secondary	74,996	78,361	83,682	84,793	91,076
Agricultural	27,624	28,538	29,553	30,387	33,049
Trade	40,134	41,884	44,937	44,858	47,034
Fishery	7,238	7,939	9,192	9,548	10,993
General Secondary*	3,863	4,564	3,633	3,170	2,988
Agricultural	-	658	340	236	161
Trade	3,348	3,251	2,914	2,787	2,827
Fishery	515	655	371	147	-

* General secondary school enrolment being phased out for newly converted general secondary schools to vocational schools.

Source: Bureau of Vocational Education 1971 and 1972 Statistical Bulletins

Table 15. GROWTH OF SECONDARY SCHOOL ENROLMENT, SCHOOL YEARS 1966-1967 TO 1970-1971

School Year	Enrolment*	Yearly Increase	Per Cent Yearly Increase	Index
1966 - 1967	1,266,922	-	-	100.00
1967 - 1968	1,343,990	77,068	6.08	106.08
1968 - 1969	1,480,094	136,104	10.13	116.83
1969 - 1970	1,569,286	89,192	6.03	123.87
1970 - 1971	1,694,184	124,898	7.96	133.72
Average Yearly Increase			7.55	

* From Table 13

Enrolment growth of general secondary schools under the Bureau of Public Schools for school years 1966-1967 to 1970-1971 was on the average, 12.20 per cent yearly. This is 4.65 per cent more than the overall average yearly growth of 7.55 per cent. Enrolment index for public general secondary schools was 158.39 per cent in school year 1970-1971 with school year 1966-1967 as base. (See Table 16). Table 16 shows the enrolment growth of regular high schools at 4.05 per cent yearly. Enrolment index in school year 1970-1971 was 117.16 per cent with school year 1966-1967 as base. Average yearly increase in enrolment for barrio high schools was 55.56 per cent for the period under review with an enrolment index of 557.77 per cent in school year 1970-1971 with school year 1966-1967 as base.

Table 16. GROWTH OF PUBLIC GENERAL SECONDARY
SCHOOL ENROLMENT FOR SCHOOL YEARS
1966-1967 TO 1970-1971

School Year	Enrolment	Yearly Increase	Per Cent Yearly Increase	Index
Regular High Schools				
1966 - 1967	368,509	-	-	100.00
1967 - 1968	377,548	9,039	2.45	102.45
1968 - 1969	395,521	17,973	4.76	107.33
1969 - 1970	406,013	10,492	2.65	110.18
1970 - 1971	431,735	25,722	6.33	117.16
Average Yearly Increase			4.05	
Barrio High Schools ¹				
1966 - 1967	38,043	-	-	100.00
1967 - 1968	74,022	35,979	94.57	194.57
1968 - 1969	118,193	44,171	59.67	310.68
1969 - 1970	160,000	41,807	35.37	402.58
1970 - 1971	212,192	52,192	32.62	557.77
Average Yearly Increase			55.56	
Total Enrolment ²				
1966 - 1967	406,552	-	-	100.00
1967 - 1968	451,570	45,018	11.07	111.07
1968 - 1969	513,717	62,147	13.76	126.36
1969 - 1970	566,013	52,296	10.18	139.22
1970 - 1971	643,927	77,914	13.77	158.39
Average Yearly Increase			12.20	

¹Source: Secondary School Division, EPS

²From Table 13

Table 17. GROWTH OF PRIVATE SECONDARY SCHOOL
ENROLMENT, SCHOOL YEARS
1966-1969 TO 1970-1971

School Years	Enrolment*	Yearly Increase	Per Cent Yearly Increase	Index
1966 - 1967	781,511	-	-	100.00
1967 - 1968	809,505	27,994	3.58	103.58
1968 - 1969	879,544	70,039	8.65	112.54
1969 - 1970	915,516	35,972	4.09	117.15
1970 - 1971	956,402	40,886	4.47	122.38
Average Yearly Increase			5.20	

* From Table 13

Enrolment growth in private secondary schools was affected by the growth of barrio high school enrolment. Table 17 shows that the yearly increase in enrolment of the private high schools has decreased from 8.65 per cent in school year 1968-1969 to 4.47 per cent in school year 1970-1971. The average yearly enrolment growth of private secondary schools for the periods under review was 5.20 per cent or 2.35 less than the overall growth of 7.55 per cent.

Table 18 shows that the enrolment growth in public vocational high schools was rather slow as compared to the overall growth. This was only on the average of 5.00 per cent yearly or 2.55 per cent below the overall enrolment growth of 7.55 per cent. The trade high schools have the lowest average yearly growth of enrolment with 4.08 per cent for the period under review. This was followed

Table 18. GROWTH OF PUBLIC VOCATIONAL SECONDARY SCHOOL ENROLMENT BY TYPE, FOR SCHOOL YEARS 1966-1967 TO 1970-1971

Type of School and School Years	Enrolment*	Yearly Increase (Decrease)	Per Cent Increase (Decrease)	Index
Agricultural				
1966 - 1967	27,624	-	-	100.00
1967 - 1968	28,538	914	3.31	103.31
1968 - 1969	29,553	1,015	3.56	106.98
1969 - 1970	30,387	834	2.82	110.00
1970 - 1971	33,049	2,662	8.76	119.64
Average Yearly Increase			4.61	
Trade				
1966 - 1967	40,134	-	-	100.00
1967 - 1968	41,884	1,750	4.36	104.36
1968 - 1969	44,937	3,053	7.29	111.97
1969 - 1970	44,856	(79)	(.18)	111.77
1970 - 1971	47,034	2,176	4.85	117.19
Average Yearly Increase			4.08	
Fishery				
1966 - 1967	7,238	-	-	100.00
1967 - 1968	7,939	701	9.68	109.68
1968 - 1969	9,192	1,253	15.78	127.00
1969 - 1970	9,548	356	3.87	131.91
1970 - 1971	10,993	1,445	15.13	151.88
Average Yearly Increase			11.12	
Total				
1966 - 1967	74,996	-	-	100.00
1967 - 1968	78,361	3,365	4.49	104.49
1968 - 1969	83,682	5,321	6.79	111.58
1969 - 1970	84,793	1,111	1.33	113.06
1970 - 1971	91,076	6,283	7.41	121.44
Average Yearly Increase			5.00	

* From Table 14.

by agricultural high schools with 4.61 per cent. The highest registered growth for public vocational secondary schools were the fishery schools with 11.12 per cent average yearly growth.

Chapter 9

STATISTICAL DATA ON THE NUMBER OF SCHOOLS AND TEACHERS

Table 19 shows the number of secondary schools for school years 1966-1967 to 1970-1971. An average of 326 secondary schools were being established yearly from school year 1966-1967 to 1970-1971. A greater portion of these were general high schools with an average of 232 schools yearly, of which 132 schools were barrio high schools. Private high schools come in second with an average of 92 schools yearly and public vocational high schools third with 3 schools yearly.

Table 20 shows the number of secondary school teachers for school year 1964-1965 to 1968-1969. No data are available for school years 1969-1970 and 1970-1971. For this period, more secondary school teachers were employed by the private secondary schools than by the public secondary schools, general and vocational schools combined. An average of 2,608 school teachers were employed yearly by the private schools as against the yearly average of 1,297 school teachers employed by the public vocational secondary schools.

Data on the qualification of secondary school teachers employed in the private secondary schools and public vocational secondary schools for the period under review are not available. Data for the public general secondary

Table 19. NUMBER OF SECONDARY SCHOOLS
SCHOOL YEARS 1966-1967 TO 1970-1971

T Y P E	1966- 1967	1967- 1968	1968- 1969	1969- 1970	1970- 1971	Average Increase
Private High Schools	1,634	1,775	1,898	1,916	1,998	-
Increment	base	141	123	18	82	92
General Public High Schools	715	919	1,406	1,532	1,642	-
Increment	base	204	487	126	110	232
Regular High School	275	341	564	622	673	-
Increment	base	66	223	58	51	100
Barrio High Schools	440	578	842	910	969	-
Increment	base	138	264	68	59	132
Public Vocational High Schools	205	218	219	224	218	-
Increment	base	13	1	5	-6	3
Agricultural High Schools	82	84	85	89	87	-
Increment	base	2	1	4	-2	1
Trade High Schools	89	92	92	92	90	-
Increment	base	3	0	0	-2	0
Fishery High Schools	34	42	42	43	41	-
Increment	base	8	0	1	-2	2
Total Secondary Schools*	2,554	2,912	3,523	3,672	3,858	-
Increment	base	358	611	149	186	326

Sources: BPS Statistical Bulletins,
BVE Statistical Bulletins,
BPrS Statistical Bulletins.

*Excluding State Universities and Chartered Colleges.
Decrease in Public Vocational Secondary Schools due to the conversion of some schools to chartered colleges.

Table 20. NUMBER OF SECONDARY SCHOOL TEACHERS
SCHOOL YEARS 1964-1965 TO 1968-1969

Types of High Schools	1964- 1965	1965- 1966	1966- 1967	1967- 1968	1968- 1969	Average
Private High Schools	17,663	19,473	22,630	24,441	28,096	-
Increment	-	1,810	3,157	1,881	3,655	2,608
Public General High Schools	11,636	12,195	16,230	16,565	16,825	-
Increment	-	57	4,035	335	260	1,297
Public Vocational High School	3,696	3,892	4,776	4,588	4,976	-
Increment	-	196	884	(188)	388	320
Trade-Technical High School	2,103	2,260	2,773	2,365	2,028	-
Increment	-	157	513	403	(337)	(19)
Agricultural High School	1,287	1,284	1,576	1,721	1,992	-
Increment	-	(3)	292	145	271	176
Fishery High Schools	306	348	427	502	956	-
Increment	-	42	79	75	454	162
TOTAL	32,997	35,560	43,636	45,594	49,897	-
Increment	-	2,563	8,076	1,958	4,303	4,225

Sources: BPS, PPS, and EV: Statistical Bulletins.
No data available for school years 1969-1970
and 1970-1971.

school teachers are shown in Table 21. In terms of educational qualifications all secondary classroom teachers were qualified. There has been an oversupply of qualified teachers for the secondary schools. There has been, however, an under supply of secondary teachers in subject areas like mathematics, science and physics. This accounts for the number of teachers not qualified teachers in Table 21. The per cent of non-qualified public general school teachers to the total was 1.55 per cent in school year 1965-1966, 1.09 per cent in school year 1966-1967, .56 per cent in school year 1967-1968, and .76 per cent in school year 1968-1969.

Teacher-Student Ratio

Table 22 shows the teacher-student ratio of secondary schools. The overall totals show teacher-student ratio ranging from 1:29 to 1:32 with an average of 1:30 for the period under review. Private secondary schools have the highest teacher-student ratios ranging from 1:31 to 1:37 followed by public general schools with teacher-student ratios ranging from 1:25 to 1:30 and public vocational secondary schools with teacher-student ratios ranging from 1:17 to 1:20. Trade-technical high schools had teachers-student ratios ranging from 1:16 to 1:32 for the period under review, agricultural high schools with teacher-student ratios ranging from 1:15 to 1:20 and fishery high schools with ratios ranging from 1:10 to 1:20.

Table 21. NUMBER OF ELEMENTARY TEACHERS IN THE PUBLIC SCHOOLS BY QUALIFICATIONS SCHOOL YEARS 1964-1965 TO 1968-1969*

		QUALIFICATIONS			Total
		Fully Qualified	Partly Qualified	Not Qualified	
1964 - 1965	N	2,757	402	63	3,222
	F	7,680	619	117	8,416
	T	10,437	1,021	180	11,636
1965 - 1966	N	2,870	396	71	3,337
	F	8,134	625	99	8,858
	T	11,004	1,021	170	12,195
1966 - 1967	N	4,351	326	75	4,752
	F	10,774	602	102	11,478
	T	15,125	928	177	16,230
1967 - 1968	N	4,013	281	58	4,352
	F	11,672	473	68	12,213
	T	15,685	754	126	16,565
1968 - 1969	N	4,075	285	59	4,419
	F	11,857	480	69	12,406
	T	15,932	765	128	16,825

* Source: BPS Statistical Bulletins. (No data available after school year 1968-1969)

A classroom teacher is considered fully qualified when he has his major assignment in his major subject fields. He is considered partly qualified when his major assignment is in his minor subject field. He is considered not qualified when he does not fall under either fully qualified or partly qualified.

It can be noted that there are few teachers who are not qualified, there are more of these who are partly qualified. This is due partly to difficulties in scheduling and programming by the school administrators and partly to the varying needs in the different schools.

Table 22. TEACHER-STUDENT RATIO IN SECONDARY SCHOOLS, SCHOOL YEARS 1964-1965 TO 1968-1969

Type	1964-1965	1965-1966	1966-1967	1967-1968	1968-1969
Private High Schools	1:36	1:37	1:35	1:33	1:31
Number of Teachers	17,663	19,473	22,630	24,441	28,096
Number of Students	640,158	727,966	718,511	809,503	879,544
Pub. General High Schs.	1:26	1:29	1:25	1:27	1:30
Number of Teachers	11,039	12,195	16,230	10,565	16,825
Number of Students	303,567	348,352	406,552	451,570	513,717
Public Vocational High Schools	1:20	1:19	1:17	1:18	1:17
Number of Teachers	3,696	1,892	4,776	4,588	4,976
Number of Students	75,403	74,248	78,859	82,915	86,833
Trade-Technical High Schools	1:21	1:18	1:16	1:19	1:23
Number of Teachers	43,319	41,802	41,482	43,125	47,625
Number of Students	2,103	2,260	2,773	2,365	2,028
Agricultural High Schools	1:20	1:20	1:18	1:17	1:15
Number of Teachers	1,287	1,284	1,576	1,721	1,992
Number of Students	26,091	25,807	27,624	29,196	29,667
Fishery High Schools	1:20	1:19	1:18	1:17	1:10
Number of Teachers	306	348	427	502	956
Number of Students	5,993	6,639	7,753	8,594	9,541
Total	1:31	1:32	1:29	1:29	1:30
Number of Teachers	32,997	35,560	43,636	45,594	49,897
Number of Students	1,019,128	1,150,166	1,266,922	1,343,990	1,480,094

Number of teachers and students from Tables 14, 15 & 21.

Chapter 10

EXPENDITURES AND COSTS

Table 23 shows the expenditures for secondary education of national, provincial, city, and municipal governments.

Expenditures for public vocational schools for the school years under review increased by P3,732,223 yearly. These expenditures, however, included collegiate vocational courses as most public vocational schools offered both secondary and collegiate vocational courses. Accounting records did not segregate the amounts spent for secondary and collegiate vocational courses. Expenditures for public secondary vocational courses can be estimated by using the secondary and collegiate enrolment of the vocational schools. This assumes that the cost of education is the same for secondary and collegiate courses in vocational schools. About 90 per cent of the total enrolment of vocational schools for the period under review were enrolled in secondary vocational courses. Estimate expenditures for public vocational secondary schools at 90 per cent of the total yearly expenditures for public vocational schools are as follows: 1964-1965, P30,616; 1965-1966, P30,762; 1966-1967, P35,721,405; 1967-1968, P37,371,685; and 1968-1969, P44,052,359. This is with an average yearly increase of P3,359,001.

Expenditures for public general secondary schools financed by the provincial government increased at a yearly average of P1,192,055 for the period under review. This, however, included expenditures for the offices of division superintendents of schools. The expenditures for those financed by the city government has an average yearly increase of P3,306,272. This also included expenditures for the offices of city superintendent of schools. The expenditures for those financed by the municipal government was increased at the average of P1,240,868 yearly. This, however, included municipal expenditures for social and public welfare services. There is no way of determining the amount used purely for secondary education as this was not reflected in the books of accounts of the municipal government.

Expenditures for private secondary schools for the period under consideration were not available. However, a study was made for school year 1970-1971. Table 24 indicates that the mean for the current operating expenditures was P51,162.24 or an estimated total of P98,780,096.64 for all private high schools. Recurring expenditures included salaries of teachers with total expenditure of P80,538,664.80, administration P21,418,703.68, textbooks P5,655,691.88, reference books P2,856,664.80 and miscellaneous P12,475,758.24. Capital expenditures included cost of school sites with total expenditure of P103,078,602.88, school buildings P175,281,925.92 and welfare facilities P18,521,002.24.

Table 25 shows the distribution of the same type of expenditures broken down into school category. Schools were classified into Catholic, non-sectarian, Protestant and Chinese. The same table expands further by indicating the number of sample schools studied, the mean, the highest and lowest expenditure, for each school category.

The distribution of expenditures by purpose and source of income of locally supported public general schools is shown in Table 26, 27, and 28. These data are from the provincial, city and municipal governments, respectively. The distribution of expenditures by purpose for vocational schools is shown in Table 29. The expenditure patterns of the vocational schools are also shown in Table 29. An average of 68.48 per cent of the expenditures of vocational schools for the school years under review went to personal services (salaries and wages including government contributions, life and retirement premium of personnel). This is followed by supplies and materials with 12.48 per cent, land improvement and structure outlay 5.79 per cent, other services 4.49 per cent, equipment outlay 4.48 per cent, travelling expenses 2.31 per cent, repair and maintenance of facilities 1.48 per cent, transportation service, .29 per cent, and communication services .20 per cent. All capital outlays for national government offices are included in the budget of the Bureau of Public Works and Communication.

Table 23. EXPENDITURES OF NATIONAL, PROVINCIAL, CITY AND MUNICIPAL GOVERNMENT FOR SECONDARY EDUCATION, SCHOOL YEARS 1964-1965 TO 1968-1969

S o u r c e	1964-1965	1965-1966	1966-1967	1967-1968	1968-1969	Average Increase
National ¹	P34,018,172	P34,140,113	P39,690,450	P41,524,094	P48,947,065	-
Increment	-	121,941	5,550,337	1,833,644	7,422,971	P3,732,223
Provincial ²	18,242,953	21,244,022	20,589,455	23,447,215	23,011,173	-
Increment	-	3,001,069	(654,567)	2,857,760	(436,042)	1,192,055
City ²	28,742,911	29,591,931	43,940,462	46,557,300	41,967,998	-
Increment	-	849,020	14,348,531	2,616,838	4,589,302	3,306,272
Municipal ³	6,792,359	8,286,653	8,434,750	10,927,241	11,755,829	-
Increment	-	1,494,296	148,097	2,492,491	828,588	1,240,868

¹From the Budget and Finance Division, Bureau of Vocational Education. It includes the amount for collegiate vocational courses. It does not include national aid to public general secondary schools.

²From the General Auditor's Report to the President, Expenditures for public general secondary schools including expenditures for the Office of the Division Superintendent of Schools.

³From the General Auditor's Report to the President. It includes expenditures for social and public welfare services.

Table 24. EXPENDITURES OF PRIVATE SECONDARY SCHOOLS FOR THE SCHOOL YEAR 1970-1971 *

Distribution of Expenditures	M e a n	Total Expenditures	Per Cent
I. Current Operating Expenditures	P51,162.24	P 98,780,096.64	
II. Recurring Expenditures			
A. Salaries of Teachers	41,600.55	80,538,664.80	65.51
B. Administration	11,063.38	21,418,703.68	17.42
C. Textbooks	2,921.33	5,655,694.88	4.60
D. Reference Books	1,475.55	2,856,664.80	2.32
E. Miscellaneous	6,444.09	12,475,758.24	10.15
T o t a l		P122,945,486.40	
III. Capital Expenditures (Total Since Operation)			
A. Site	53,243.08	103,078,602.88	34.72
B. School Building	90,537.72	175,281,025.92	59.04
C. Welfare Facilities	9,566.84	18,521,002.24	6.24
T o t a l		P296,880,631.04	

N Schools = 1936
Offering Secondary Course

* Estimates.

Table 25. DISTRIBUTION OF EXPENDITURES BY SCHOOL CATEGORY FOR
SCHOOL YEAR 1970-1971

Distribution of Expenditures	Catholic Schools	Non-sectarian Schools	Protestant Schools	Chinese Schools	Total for Sample Schools
<u>I. Current Operating Expenditures</u>					
Total	P1,416,553.39	P1,561,180.82	P 437,381.69	P1,394,185.06	P4,809,250.96
Mean	40,472.95	44,605.17	54,672.17	87,133.44	51,162.24
Highest	130,060.00	132,906.00	179,699.03	580,718.08	580,718.08
Lowest	1,500.00	4,880.00	1,000.00	1,570.00	1,000.00
No. of Schools*	35	35	8	16	94
<u>II. Recurring Expenditures</u>					
<u>A. Salaries of Teachers</u>					
Total	919,434.70	1,121,757.24	270,937.12	1,847,876.07	4,160,055.13
Mean	24,196.96	32,050.21	30,140.12	102,659.78	41,600.55
Highest	73,565.00	120,100.00	128,700.00	550,748.02	550,748.02
Lowest	1,023.00	7,775.00	1,180.00	23,420.00	1,023.00
No. of Schools*	38	35	9	18	100

* Number of schools which declared such expenditures.

Continuation

Distribution of Expenditures	Catholic Schools	Non-sectarian Schools	Protestant Schools	Chinese Schools	Total for Sample Schools
<u>E. Administration</u>					
Total	267,911.96	258,803.01	48,588.41	531,034.96	1,106,338.34
Mean	7,050.31	7,611.85	3,398.71	27,949.21	11,063.38
Highest	100,200.00	29,026.42	20,447.34	131,745.36	131,745.36
Lowest	150.00	500.00	375.00	1,200.00	375.00
No. of Schools*	38	34	9	19	100
<u>C. Textbooks</u>					
Total	76,670.00	68,603.45	7,592.91	77,918.24	230,784.92
Mean	2,190.58	2,358.48	1,084.70	5,993.71	2,921.33
Highest	13,050.00	12,200.00	3,000.00	23,732.44	23,732.44
Lowest	150.00	100.00	62.00	500.00	62.00
No. of Schools*	35	24	7	13	79

*Number of schools which declared such expenditures.

Continuation

Distribution of Expenditures	Catholic Schools	Non-sectarian Schools	Protestant Schools	Chinese Schools	Total for Sample Schools
<u>D. Reference Books</u>					
Total	41,605.05	44,825.17	3,325.00	19,774.16	106,239.63
Mean	1,434.65	1,793.01	705.00	1,521.09	1,475.55
Highest	8,800.00	7,459.17	1,975.00	9,338.26	9,338.26
Lowest	99.50	50.00	200.00	149.00	50.00
No. of Schools*	29	25	5	13	72
<u>E. Miscellaneous</u>					
Total	177,670.80	114,367.94	75,936.22	237,769.15	605,744.01
Mean	4,801.97	3,812.26	8,437.36	13,209.39	6,444.09
Highest	33,455.18	22,636.73	55,300.84	102,443.00	102,442.00
Lowest	100.00	180.00	100.00	450.00	100.00
No. of Schools*	37	30	9	18	94

* Number of schools which declared such expenditures.

Continuation

Distribution of Expenditures	Catholic Schools	Non-sectarian Schools	Protestant Schools	Chinese Schools	Total for Sample School
<u>III. Capital Expenditures</u>					
<u>(Total Since Operation)</u>					
<u>A. Site</u>					
Total	1,555,075.75	532,077.80	50,705.00	1,922,056.48	4,099,717.10
Mean	59,109.85	20,079.92	7,243.56	120,128.53	53,243.08
Highest	642,000.00	140,000.00	18,000.00	623,300.00	642,000.00
Lowest	3,436.51	1,845.00	440.00	3,000.00	440.00
No. of Schools*	28	26	7	16	77
<u>B. School Building</u>					
Total	2,533,442.35	1,566,782.33	427,754.00	4,134,430.40	8,238,932.62
Mean	70,373.40	50,541.36	61,107.71	243,201.79	50,537.72
Highest	377,000.00	170,000.00	140,000.00	1,000,000.00	1,000,000.00
Lowest	900.00	3,496.00	1,000.00	1,169.00	900.00
No. of Schools*	36	31	7	17	91

* Number of schools which declared such expenditures.

Continuation

Distribution of Expenditures	Catholic Schools	Non-sectarian Schools	Protestant Schools	Chinese Schools	Total for Sample Schools
<u>C. Welfare Facilities</u>					
Total	P 197,125.40	P 238,875.21	P 5,909.47	P 122,533.90	P 564,443.98
Mean	7,885.02	10,857.96	1,181.89	17,504.84	9,566.84
Highest	31,076.50	40,397.68	3,000.00	55,000.00	55,000.00
Lowest	130.00	670.00	150.00	3,000.00	130.00
No. of Schools*	25	22	5	7	59

*Number of schools which declared such expenditures.

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Table 26. SOURCES OF FUNDS FOR PROVINCIAL GOVERNMENT EXPENDITURES ON PUBLIC EDUCATION (INCLUDING OFFICE OF THE DIVISIONS SUPERINTENDENT OF SCHOOLS) FISCAL YEAR 1965-1969

Expense Items	1968 - 1969		
	General Fund	Other Funds	Total
Salaries	P16,945,681	240,245	P17,185,926
Life Insurance Premium	602,781	7,161	609,942
Retirement Insurance Premiums	948,594	16,211	964,805
Wages	794,175	11,193	805,368
Compensation & Retirement			
Gratuities	69,170	667	69,837
Allowance (except Transportation)	67,792	-	67,792
Travel & Transportation	310,155	3,611	313,766
Supplies and Materials	232,580	6,335	238,915
Freight Expense and Delivery			
Service	2,950	-	2,950
Repairs of Equipment	7,548	-	7,548
Rentals of Buildings and Grounds	17,553	-	17,553
Maintenance of Fixed Properties	2,480,744	1,548	2,482,292
Illumination and Power Services	39,987	-	39,987
Communications	21,496	20	21,516
Discretionary	1,138	-	1,138
Other Services	180,886	952	181,838
Total	P22,723,230	287,943	P23,011,173
Expense Items	1967 - 1968		
	General Fund	Other Funds	Total
Salaries	P 5,894,867	P10,853,691	P16,748,558
Life Insurance Premium	167,765	426,475	594,240
Retirement Insurance Premium	351,874	517,971	869,845
Wages	368,797	451,986	820,783
Compensation & Retirement			
Gratuities	15,786	34,366	50,152
Allowance (except Transportation)	6,550	15,769	22,319
Travel & Transportation	173,388	143,792	317,180
Supplies and Materials	97,719	120,918	218,637
Freight Expense and Delivery			
Service	236	92	328
Repairs of Equipment	4,875	1,344	6,219
Rentals of Buildings and Grounds	10,625	11,214	21,839
Maintenance of Fixed Properties	3,496,017	34,353	3,530,370
Illumination and Power Services	21,138	23,310	44,448
Communications	12,155	8,926	21,081
Discretionary	-	-	-
Other Services	123,687	57,529	181,216
Total	P10,745,479	P12,701,736	P23,447,215

Continuation

Expense Items	1966 - 1967		
	General Fund	Other Funds	Total
Salaries	P 205,309	P15,954,242	P16,159,551
Life Insurance Premium	6,623	526,246	532,869
Retirement Insurance Premium	13,216	701,838	715,054
Wages	85,839	725,753	811,592
Compensation & Retirement			
Gratuities	-	43,865	43,865
Allowance (except Transportation)	-	3,495	3,495
Travel & Transportation	18,185	222,501	240,686
Supplies and Materials	18,847	160,683	179,530
Freight Expense and Delivery			
Service	-	656	656
Repairs of Equipment	1,732	4,776	6,508
Rentals of Buildings and Grounds	6,706	14,081	20,787
Maintenance of Fixed Properties	1,530,565	92,569	1,629,134
Illumination and Power Services	3,600	36,323	39,923
Communications	7,334	16,396	23,730
Discretionary	-	-	-
Other Services	104,537	77,537	182,074
T o t a l	P 2,008,483	P18,580,961	P20,589,455
Expense Items	1965 - 1966		
Salaries	P 190,672	P16,486,176	P16,676,848
Life Insurance Premium	6,676	555,374	562,051
Retirement Insurance Premium	12,254	693,235	705,489
Wages	82,601	708,830	791,431
Compensation and Retirement			
Gratuities	-	34,640	34,640
Allowance (except Transportation)	4,500	8,622	13,122
Travel & Transportation	26,331	290,748	317,087
Supplies & Materials	12,704	178,444	191,148
Freight Expense & Delivery			
Service	-	1,611	1,611
Repairs of Equipment	7,191	6,181	13,372
Rentals of Buildings and Grounds	8,915	14,304	23,219
Maintenance of Fixed Properties	1,541,402	99,896	1,641,299
Illumination and Power Services	2,738	35,316	38,104
Communications	6,188	16,772	22,960
Other Services	53,936	157,205	211,141
Sundry	-	500	500
Losses	-	-	-
T o t a l	P 1,956,158	P19,287,854	P21,244,022

Continuation

Expense Items	1964 - 1965		
	General Fund	Other Funds	Total
Salaries	177,209	115,177,453	115,354,662
Life Insurance Premium	5,758	494,379	500,137
Retirement Insurance Premium	10,966	645,384	656,350
Wages	77,160	572,343	649,503
Compensation and Retirement Gratuities	-	50,613	50,613
Allowance (except Transportation)	400	5,796	6,196
Travel & Transportation	52,523	234,704	287,227
Supplies and Materials	11,472	184,433	195,905
Freight Expense and Delivery Service	2,938	576	3,514
Repairs of Equipment	3,893	15,438	19,331
Rentals of Buildings and Grounds	7,083	8,433	15,516
Maintenance of Fixed Properties	5,741	125,227	130,968
Illumination and Power Services	4,060	30,880	34,940
Communications	6,415	15,061	22,276
Other Services	142,408	148,285	290,693
Sundry Losses	-	25,122	25,122
Total	508,026	17,734,927	18,242,953

Sources of Basic Data: General Auditor's Report to the President of the Philippines on the Operation of Local Governments Fiscal Year 1965-1969.

¹Includes tuition fees collection.

Table 27. SOURCES OF FUNDS FOR CITY GOVERNMENT AND
EXPENDITURES ON PUBLIC EDUCATION
(INCLUDING SUPERINTENDENT'S OFFICE)
FISCAL YEAR 1965-1969

Expense Items	1968 - 1969		
	General Fund	School Funds	T o t a l
Salaries	33,880,794	-	33,880,794
Life Insurance Premium	856,369	-	856,369
Retirement Insurance Premium	1,908,968	-	1,908,968
Wages	1,779,940	-	1,779,940
Compensation and retirement			
Gratuities	253,725	-	253,725
Allowance (except Transportation)	36,994	-	36,994
Travel and Transportation	362,061	-	362,061
Supplies and Materials	447,476	-	447,476
Printing and Binding	117,365	-	117,365
Freight Expense and Delivery			
Services	2,487	-	2,487
Repairs and Equipment	20,851	-	20,851
Rentals of Buildings and Grounds	961,702	-	961,702
Maintenance and Repairs of Fixed			
Properties	581,408	7,054	588,462
Illumination	228,161	-	228,161
Communication	61,099	-	61,099
Other Services	361,544	-	361,544
T o t a l	41,960,944	7,054	41,967,998

Expense Items	1967 - 1968		
	General Fund	School Funds	T o t a l
Salaries	1,826,792	34,133,893	35,960,685
Life Insurance Premium	50,346	1,002,606	1,052,952
Retirement Insurance Premium	96,731	1,757,548	1,854,279
Wages	156,344	1,539,721	1,696,065
Compensation and Retirement			
Gratuities	4,800	173,132	177,932
Allowance (except Transportation)	3,370	13,588	16,958
Travel and Transportation	24,039	270,931	294,970
Supplies and Materials	37,280	2,715,042	2,752,322
Printing and Binding	-	150,000	150,000
Freight Expense and Delivery			
Services	169	902	1,071
Repairs and Equipment	1,443	15,930	17,373
Rentals of Buildings and Grounds	39,289	1,016,729	1,056,018
Maintenance and Repairs of Fixed			
Properties	97,655	245,223	342,878
Illumination	26,705	215,172	241,877
Communication	18,327	62,459	80,786
Other Services	10,498	850,636	861,134
T o t a l	2,939,788	44,163,512	46,557,300

Expense Items	1966 - 1967		
	General Fund	School Funds	T o t a l
Salaries	117,975'	132,477,399'	132,595,374
Life Insurance Premium	1,865'	877,495'	879,360
Retirement Insurance Premium	2,959'	1,489,990'	1,492,929
Wages	31,902'	1,453,659'	1,485,563
Compensation and Retirement			
Gratuities	-	132,421'	132,421
Allowance (except Transportation)	1,052'	36,875'	37,929
Travel and Transportation	18,378'	332,596'	350,974
Supplies and Materials	59,278'	3,790,242'	3,849,520
Printing and Binding	-	161,356'	161,356
Freight Expense and Delivery			
Services	160'	557'	717
Repairs and Equipment	551'	65,140'	65,691
Rentals of Buildings and Grounds	43,931'	1,258,392'	1,302,323
Maintenance and Repairs of Fixed			
Properties	34,331'	629,387'	663,718
Illumination	37,843'	171,014'	208,857
Communication	14,264'	37,245'	51,509
Other Services	38,122'	624,096'	662,218
T o t a l	402,598'	143,537,864'	143,940,462

Expense Items	1965 - 1966		
	General Fund	School Funds	T o t a l
Salaries	175,774'	123,469,358'	123,645,132
Life Insurance Premium	3,806'	637,747'	641,553
Retirement and Insurance Premium	6,565'	1,103,330'	1,109,895
Wages	33,680'	1,302,953'	1,336,633
Compensation and Retirement			
Gratuities	-	249,705'	249,705
Allowance (except Transportation)	-	26,629'	26,629
Travel and Transportation	13,006'	244,000'	257,006
Supplies and Materials	37,597'	573,356'	610,953
Printing and Binding	-	107,529'	107,529
Freight Expenses and Delivery			
Services	349'	2,493'	2,842
Repairs of Equipment	241'	35,018'	35,259
Rental of Buildings and Grounds	52,167'	75,864'	128,031
Maintenance and Repair of Fixed			
Properties	88,707'	571,865'	660,553
Illumination	40,407'	157,056'	197,463
Communication	11,600'	31,216'	42,816
Other Services	28,821'	511,111'	539,932
T o t a l	492,721'	129,099,210'	129,591,931

Continuation			
Expense Items	1964 - 1965		
	General Fund	School Funds	Total
Salaries	126,435'	21,999,018'	22,125,453
Life Insurance Premium	3,158'	584,649'	587,807
Retirement and Insurance Premium	5,598'	1,061,113'	1,066,711
Wages	25,897'	1,064,300'	1,090,197
Compensation and Retirement			
Gratuities	14,397'	256,661'	271,058
Allowance (except Transportation)	-	17,785'	17,785
Travel and Transportation	15,810'	233,907'	249,717
Supplies and Materials	14,443'	1,201,704'	1,216,147
Printing and Binding	-	105,755'	105,755
Freight Expenses and Delivery			
Services	-	2,450'	2,450
Repairs of Equipment	487'	13,160'	13,647
Rentals of Buildings and Grounds	7,976'	944,356'	952,332
Maintenance and Repair of Fixed			
Properties	61,552'	365,836'	427,388
Illumination	1,146'	124,036'	125,182
Communication	2,165'	28,522'	30,687
Other Services	4,640'	456,218'	460,858
T o t a l	283,704'	128,459,470'	128,743,174

Source of Basic Data: General Auditor's Report to the President of the Philippines on the Operation of Local Government Fiscal Year 1965-1969.

²Includes tuition fees collection.

Table 28. SOURCES OF FUNDS OF MUNICIPAL GOVERNMENTS
EXPENDITURES FOR SECONDARY EDUCATION,
SOCIAL & PUBLIC WELFARE SERVICES
FISCAL YEAR 1965-1969

Expense Items	1968 - 1969		
	General Fund	Other Funds	Total
Salaries	5,455,740'	686,807'	6,142,547
Life Insurance Premium	138,539'	17,622'	156,161
Retirement Insurance Premium	231,538'	31,700'	263,238
Wages	366,921'	115,960'	428,881
Printing	4,922'	-	4,922
Compensation and Retirement			
Gratuities	6,090'	-	6,090
Allowance (except Transportation)	67,152'	10,114'	77,266
Travel and Transportation	418,386'	76,626'	495,012
Supplies and Materials	1,256'	-	1,256
Freight Expenses and Delivery			
Services	106'	20'	126
Repairs of Equipment	12,586'	7,330'	19,916
Rentals of Buildings	604,220'	22,695'	629,915
Maintenance and Repair of Fixed			
Properties	62,157'	1,511,225'	1,573,382
Light and Power	1,204,192'	238,328'	1,442,520
Communication	18,170'	846'	19,016
Adjudification	400'	-	400
Other Services	354,642'	89,539'	444,181
Total	8,947,017'	2,808,812'	11,755,829

Expense Items	1967 - 1968		
	General Fund	School Funds	Total
Salaries	1,736,536'	3,724,870'	5,461,406
Life Insurance Premium	36,320'	79,508'	115,828
Retirement Insurance Premium	70,943'	115,140'	186,083
Wages	270,745'	324,103'	594,848
Printing	1,105'	-	1,105
Compensation and Retirement			
Gratuities	163'	7,302'	7,465
Allowance (except Transportation)	11,833'	-	11,833
Travel and Transportation	27,716'	31,133'	58,309
Supplies and Materials	323,409'	191,193'	514,602
Freight Expenses and Delivery			
Services	597'	1,073'	1,670

Continuation

Expense Items	1967 - 1968		
	General Fund	School Funds	Total
Repairs of Equipment	5,011'	13,511'	18,522
Rentals of Buildings	554,043'	5,373'	559,416
Maintenance & Repair of Fixed Properties	155,771'	1,490,886'	1,646,657
Light and Power	1,059,149'	234,733'	1,293,882
Communication	15,258'	5,490'	20,748
Adjudification	-	-	-
Other Services	346,755'	88,112'	434,867
Total	4,614,814'	6,312,427'	10,927,241

Expense Items	1966 - 1967		
	General Fund	School Funds	Total
Salaries	719,513'	3,555,008'	4,274,521
Life Insurance Premium	11,625'	76,339'	87,964
Retirement Insurance Premium	20,530'	93,148'	113,678
Wages	179,237'	299,996'	479,233
Printing	1,064'	599'	1,663
Compensation & Retirement Gratuities	-	60'	60
Allowance (except Transportation)	860'	-	860
Travel and Transportation	16,798'	37,272'	54,060
Supplies and Materials	328,018'	200,283'	528,301
Freight Expenses and Delivery Services	1,794'	71'	1,865
Repairs of Equipment	3,402'	11,618'	15,020
Rentals of Buildings	426,372'	7,122'	433,494
Maintenance & Repair of Fixed Properties	31,705'	1,051,931'	1,083,636
Light and Power	804,780'	171,793'	976,573
Communication	10,487'	7,103'	17,690
Adjudification	-	-	-
Other Services	277,284'	88,838'	366,122
Total	2,833,469'	5,601,281'	8,434,750

Continuation

Expense Items	1965 - 1966		
	General Fund	Other Funds	Total
Salaries	P 624,940	P 2,407,303	P 3,032,243
Life Insurance Premium	1,450	42,410	43,869
Retirement Insurance Premium	15,309	54,060	69,369
Wages	164,875	283,697	448,572
Printing	866	403	1,269
Compensation and Retirement			
Gratuities	-	166	166
Allowance (except Transportation)	22,526	41,953	64,079
Travel and Transportation	41	-	41
Supplies and Materials	210,568	232,766	443,334
Freight Expenses and Delivery			
Service	360	-	360
Repairs of Equipment	7,658	14,737	22,395
Rentals of Buildings	373,423	11,535	384,958
Maintenance and Repair of Fixed			
Properties	358,751	1,998,459	2,357,210
Light and Power	943,485	156,345	1,099,830
Communication	12,970	4,032	17,002
Adjudification	-	-	-
Other Service	234,749	67,207	301,956
Total	P 2,971,980	P 5,314,673	P 8,286,653

Expense Items	1964 - 1965		
	General Fund	School Funds	Total
Salaries	P 509,592	P 2,043,379	P 2,553,171
Life Insurance Premium	7,450	30,392	37,843
Retirement Insurance Premium	14,038	38,282	52,320
Wages	126,614	259,943	386,557
Printing	765	216	981
Compensation and Retirement			
Gratuities	-	5,717	5,717
Allowance (except Transportation)	450	-	450
Travel and Transportation	20,196	25,095	45,291
Supplies and Materials	172,873	230,726	403,599
Freight Expenses and Delivery			
Service	95	722	817

Continuation

Expense Items	1964 - 1965		Total
	General ¹ Fund	School Funds	
Repairs of Equipment	3,270'	4,670'	7,940
Rentals of Buildings	311,237'	8,673'	319,910
Maintenance and Repair of Fixed Properties	80,334'	1,583,624'	1,663,958
Light and Power	364,693'	116,632'	981,325
Communication	9,844'	3,476'	13,320
Adjudification	-	-	-
Other Service	254,889'	64,271'	319,160
T o t a l	2,376,340'	4,416,019'	6,792,359

Source of Basic Data: General Auditor's Report to the Philippines on the Operation of Local Governments.

¹Includes tuition fees collections.

Table 29. BUREAU OF VOCATIONAL EDUCATION DISBURSEMENTS AND DISTRIBUTION PROGRAM
OBLIGATION BY OBJECTS FISCAL YEAR 1965-1969

Expenditure Object	1965	Per Cent	1966	Per Cent	1967	Per Cent	1968	Per Cent	1969	Per Cent	Totals	Average Per Cent
A. Personal Services	23,134,790	68.007	25,432,942	74.495	27,051,300	68.130	29,315,877	70.599	30,890,732	63.110	135,815,641	68.48
B. Travelling Expenses	755,990	2.222	728,543	2.134	920,714	2.320	1,004,314	2.419	1,166,652	2.383	4,576,213	2.31
C. Communication Services	92,166	0.271	42,659	0.125	75,229	0.190	90,636	0.218	95,401	0.195	396,094	.20
D. Repairs & Maintenance of Facilities	382,831	1.125	178,996	0.924	680,147	1.714	838,739	2.020	853,500	1.744	2,934,213	1.48
E. Transportation Service	150,384	0.442	56,462	0.165	91,560	0.231	133,096	0.321	138,500	0.285	570,002	.29
F. Other Services	400,417	1.177	698,039	2.045	2,576,690	6.492	1,651,009	3.976	3,580,920	7.316	8,907,076	4.49
G. Supplies and Materials	4,519,595	13.286	2,996,052	8.776	6,121,671	15.424	6,102,308	14.696	5,014,856	10.245	24,754,482	12.48
H. Land Improvement and Structure Outlay	3,381,013	9.936	1,897,371	5.558	950,000	2.394	1,265,000	3.046	3,994,432	8.161	11,487,816	5.79
I. Equipment Outlay	1,200,986	3.530	2,109,049	6.178	1,233,139	3.107	1,123,112	2.705	3,121,071	6.562	8,878,357	4.48
T o t a l	34,018,172	100%	34,140,113	100%	39,690,450	100%	41,524,094	100%	48,947,065	100%	198,319,894	100%

Source of Basic Data: Budget and Finance Division, Bureau of Vocational Education.

Expenditure patterns for public general high schools are shown in Table 30. Personal services also get the biggest share with an average of 87.39 per cent for secondary schools financed from provincial fund during the period under review. Those financed from the city and municipal funds has an average of 87.75 per cent and 52.97 per cent, respectively for personal services. The next biggest share was for repair and maintenance of facilities with an average 8.49 per cent and 19.03 per cent, respectively, for provincial and municipal funds. Repair and maintenance of facilities under the city fund averaged only 1.56 per cent. Under the provincial fund, travel and transportation ranked third with 1.40 per cent. For city and municipal funds, other services ranked third with 2.48 per cent and 14.92 per cent respectively. Other services ranked fourth under the provincial fund with 1.33 per cent. Rentals of buildings and school grounds ranked fourth under the city and municipal funds with 2.25 per cent and 4.99 per cent, respectively. Supplies and materials ranked fifth under the provincial and municipal funds with .96 per cent and 4.54 per cent, respectively. Under the city fund, supplies and materials ranked second with 4.41 per cent. Compensation gratuities ranked sixth under the provincial fund with .23 per cent, seventh under the city fund with

.59 per cent, and eight or last under the municipal fund with .04 per cent. Communication services under the provincial fund ranked seventh with .11 per cent and rentals of buildings and grounds eight or last with .09 per cent. Communication services ranked last under the city fund with .14 per cent. Under the municipal fund, communication services ranked seventh with .20 per cent and compensation and retirement gratuities eight with .04 per cent.

Table 30. EXPENDITURE PATTERNS OF PUBLIC SCHOOLS
SECONDARY SCHOOL LEVEL, PARISH, SCHOOL
YEAR 1964-1965 TO 1968-1969

Expenditures	1964-1965	1965-1966	1966-1967	1967-1968	1968-1969	Average
<u>Provincial Fund</u>						
Personal Services	94.06	88.19	88.48	81.17	85.02	87.39
Compensation & Retirement						
Gratuities	.28	.16	.21	.21	.30	.23
Travel & Transportation	1.59	1.50	1.17	1.17	1.38	1.40
Supplies and Materials	1.07	.90	.87	.93	1.04	.96
Repair and Maintenance of						
Facilities	.82	7.79	7.94	15.08	10.82	8.49
Rentals of Buildings &						
Grounds	.09	.11	.10	.09	.08	.09
Communication Services	.12	.11	.12	.09	.09	.11
Other Services	1.97	1.24	1.11	1.08	1.27	1.33
<u>City Fund</u>						
Personal Services	86.52	90.33	82.96	87.13	91.79	87.75
Compensation & Retirement						
Gratuities	.94	.84	.30	.38	.60	.59
Travel & Transportation	.88	.88	.80	.64	.87	.82
Supplies & Materials	4.23	2.06	8.76	5.91	1.07	.41
Repair & Maintenance of						
Facilities	1.53	2.35	1.66	.77	1.45	1.56
Rentals of Buildings and						
Grounds	3.31	.43	2.96	2.27	2.29	2.25
Communication Services	.11	.15	.12	.17	.15	.14
Other Services	2.48	2.29	2.44	2.73	1.78	2.48
<u>Municipal Fund</u>						
Personal Services	44.61	43.37	58.75	58.19	59.93	52.29
Compensation & Retirement						
Gratuities	.08	.002	.001	.07	.05	.04
Travel & Transportation	.68	.005	6.63	5.49	4.21	3.40
Supplies and Materials	5.94	5.35	6.26	4.71	.001	4.45
Repair and Maintenance of						
Facilities	24.61	28.72	13.03	15.24	13.55	19.03
Rentals of Buildings and						
Grounds	4.71	4.65	5.14	5.12	5.33	4.99
Communication Services	.20	.21	.21	.19	.16	.20
Other Services	19.17	17.69	9.98	10.99	16.77	14.92

Table 31 shows the distribution of expenditures in the regular high schools.

Table 32 indicates the estimated amounts of voluntary contributions received in the high schools in 1967-1968 and how they were spent.

Table 31. DISTRIBUTION OF EXPENDITURES OF REGULAR HIGH SCHOOLS

Type of Expenditures	Amount	Per Cent
1. Personal Services	P 98,484.87	75.3
2. Travelling Expenses	3,400.54	2.6
3. Supplies and Materials	5,885.55	4.5
4. Sundry Expenses	8,632.14	6.6
5. Fixed Charges:		
a. Insurance Premium	3,269.75	2.5
b. Retirement Premium	6,418.71	4.9
6. Equipment	4,708.44	3.6
T o t a l	P130,800.00	100

Five high schools in the whole country were picked at random for the sampling. They are the Tagudin General Comprehensive High School in Ilocos Sur; the Zambales National High School in Zambales; the Mountain General Comprehensive High School in Mountain Province; the Altavas National High School in Aklan; and the Alubihid National High School in Misamis Oriental.

Inasmuch as the amount allotted in the National Budget for fiscal year 1971-1972 for each high school was

fully released, only the amounts actually released for all the five high schools were taken into account which gave the average amount of P130,800.00. Table 31 above indicates the actual distribution of expenses.

Expenditure pattern of barrio high schools are in the last chapter of this paper entitled "Sample Survey of Barrio High Schools".

Table 32. ESTIMATED AMOUNTS OF VOLUNTARY CONTRIBUTIONS AND THEIR DISBURSEMENTS (1967-1968) (REGULAR HIGH SCHOOLS)

Nature of Contribution	Amount Received		Disbursement	Amount Spent	
	Amount	Per Cent		Amount	Per Cent
Cash	P 6,353,153.02	45.60	Buildings	7,573,668.28	54.36
Materials	4,226,639.17	30.33	Sites	1,352,402.43	9.71
Labor	1,801,841.74	12.93	Equipment	912,289.97	6.55
Land	898,214.11	6.45	Other purposes	1,903,877.44	13.65
Miscellaneous	653,594.97	4.69	Balance on Hand	2,191,204.89	15.73
T o t a l	P13,933,443.01		T o t a l	P13,933,443.01	100

*Contributions given voluntarily by private persons to help finance a local high school.

PART IV
CASE STUDY

Chapter 11

THE MASAYA BARRIO DEVELOPMENT HIGH SCHOOL

I. Introductory Background

Generally, there are two kinds of youth in the barrios; those who stay and are contented to live where they are and those who leave the barrio to seek opportunity for educational advancement elsewhere. It has been noted that the cycle of under-development in the barrio may be attributed to the fact that the young people who succeed those who die or retire are not trained in any occupation, and therefore no better than their predecessors. It has also been noted that a large number of youth of employable age are either unemployed or underemployed. The youth who finish in the academic, general, agricultural, trade and fishery high schools learn skills, abilities and values not so useful to barrio life, so they do not usually return to live in the barrio after graduation. It is for the youth who stay and live in the barrio that the barrio development high school was initiated.

In 1970, the University of the Philippines, College of Agriculture (UPCA) and the Board of National Education (BNE) jointly initiated a pilot barrio development school at the secondary level in barrio Masaya, Bay, Laguna, to train the youth who are to stay, live and work in the barrio as

farm operators and later employ themselves and other productively. As designed, the primary objective of this experimental high school is to improve the socio-economic conditions of the barrio people by offering occupational training in agriculture for at least four years. It is also aimed to develop among the barrio youth agricultural entrepreneurs who would farm not for subsistence alone but also for profit. So each student is required to carry on a supervised farming program which will eventually become his farm enterprise when he graduates to take the role of a modern farmer. The prime movers of this project believe that young people who devote their time in improving their personal and community life in the rural areas should receive true-to-life training in their natural setting - the barrio where they live. These young people's training should not alienate them from the place where they will live. It should make them well acquainted with the socio-economic structure of the place so that they will know how to play their role most effectively and efficiently immediately upon graduation. This barrio high school is believed to be a strong force to effect rural and agricultural improvement because it is established and supported by the barrio people themselves.

Initially, the Board of National Education agreed to finance this project in all its phases for four years from

1970 up to the end of the school year 1974. However, having seen the success of the project in making the people of the barrio productive and contributors to the economic growth of the community as well as in making the school a training ground for leadership, the Board decided in late 1973, to continue its financial commitment to this experimental school to allow it to continue as a laboratory school for a farming curriculum.

The Barrio Development High School is located in an agricultural village situated in Barrio Masaya, eight kilometers south of the College of Agriculture of the University of the Philippines at Los Baños, Laguna. This barrio was chosen as the site for the project on the following bases:

1. Tenancy rate is not as high as in other barrios.
2. Agriculture in the area will permit diversification of enterprises.
3. Water is not a serious problem both for irrigation and for poultry and livestock.
4. It is the center of four other barrios within a radius of about three kilometers. Thirty new students each year is not likely to be a problem.
5. The nearest secondary school is in town which is about six kilometers away.

6. The town mayor, the barrio captain, the barrio leaders are interested in the establishment of the barrio development high school in Masaya.
7. It is relatively isolated but is accessible by car throughout the year.
8. It is within 15 to 25 minutes drive from U.P. College of Agriculture.

This barrio development high school has some unique characteristics, like the following:

1. It does not prepare the student for college. It prepares him to be a business farm operator to be self-employed.
2. The student conducts a supervised farming program at home with the guidance of an agricultural teacher. This is an actual farm enterprise that expands progressively into a full business establishment when the student graduates.
3. One-half day is spent in the supervised farming program while the other half is spent in classroom activities.
4. The medium of instruction is a mixture of Tagalog (the native dialect spoken in the community) and English, whichever facilitates understanding and learning of new ideas.
5. Credit and saving education is emphasized. Through a guarantee loan fund, the student is aided in

getting loan from the rural bank to finance his projects. Likewise he is aided in using the money profitably and in paying his credit.

6. The agriculture teacher, who is required to stay in the barrio with the supplementary subject teachers, is assisted by a local advisory committee composed of the barrio captain, PTA president, a farmer leader, the principal of the elementary school and the school supervisor.
7. Support of the school is on a partnership basis. Through the student's tuition fee of P8.00 per month, the barrio people partly pay for the salary of the teachers. This gives the barrio people, particularly the parents a sense of commitment and control of the school program.

II. The Enrolment

It was agreed that in a program like the barrio development school where much supervision of projects at home and intensive individual instruction would be needed, a small class would be desirable.

The barrio development high school started with 20 students in its first year of operation in 1970. The average age was 15.5 and eighteen students of the 20 had been out of school for an average of 2 years. Only six were sons of land owners whose holdings ranged from 1 to 11 hectares. Five

students were sons of lease holders and the rest were sons of share croppers or farm laborers. Of the 20 students first enrolled, 17 completed the first year course.

In the second year of operation, 16 students enrolled in the second year and 26 enrolled in the first year. Three months later, 9 stopped attending classes in the first year. All students belonged to farming families. Common reasons for students' dropping out of school were the need for the students help in the home; family problems, illness and inability to pay the tuition fee. During the third year of operation, 22 were in the first year class, 20 in the second year, and 14 in the third year.

At the end of the school year 1973-1974, the Masaya Barrio Development High School will produce its first batch of graduates. There will be 14 graduating students from the bunch of 20 which composed the pioneer class when the school first opened its doors in 1970-1971.

Table 33 shows the enrolment in the Masaya Barrio Development School from the school year 1970-1971 to 1972-1973.

Table 33. ENROLLMENT, AVERAGE AGE, DROPOUT AND RETENTION AT THE MACAYA BARRIO DEVELOPMENT SCHOOL FROM SCHOOL YEAR 1970-1971 TO 1972-1973

School Year	Enrolment	Average Age	Dropout	Retention
1970-1971				
First Year	20	15.5	3	17
1971-1972				
First Year	26	14	9	17
Second Year	16	16	1	15
1972-1973				
First Year	22	13.6	1	21
Second Year	20	15	2	18
Third Year	14	17		13

III. The Curriculum

The curriculum of this barrio development school is not college preparatory but it is designed to train and assist the students get started in farming and get established in it at the end of the fourth year.

Students spend the whole morning in the classroom learning the academic subjects. The afternoon is spent working in their projects under the Supervised Farming Activities. The school curriculum include supervised farming program (conducted at the home farm of the student) as the core of instruction reinforced by classroom instruction in production agriculture, tool subjects and citizenship subjects. Subjects in the morning are Agriculture, Language Usage, Farm Economics, Reading and Current Events, Applied Arithmetic, Applied Science,

Health and P.E. Both English and Tagalog are used as medium of instruction. New concepts and terms in English are found fascinating and easy to understand when explained in Tagalog. Students develop interest in discovering new concepts related to farming such as investment, collateral, depreciation, etc. One teacher conducts a class in remedial instruction for writing and reading to students who need it.

In the classroom, the students study fundamental of animal and crop production, farm management, marketing, functional language usage, functional arithmetic applied to farm business, Philippine government and history and health.

IV. The BDS Teachers

The first teacher of this barrio development high school was a young, likeable and industrious couple who have developed a strong sense of commitment and dedication to their work. Both graduates of the college of agriculture in the state university, they have remarkably adjusted themselves to the barrio society. Out of hard work and sincere dealing with the students, parents and community leaders, the couple have earned the confidence and affection of the people in the barrio where they serve. Their experience have been varied and rich and they have come to live in the barrio. Their training, love for the rural youth and dedication to their profession have earned for themselves the admiration, respect, and cooperation of the students and their parents.

With the increase of the number of students every year, the school hired additional teachers to help in the supervised farming activities and handling academic subjects. Although they had experiences as garden teachers in government schools, the new teachers had to be retained as teachers for barrio development work.

The teachers provide leadership in supervised farming and community extension service. With the hiring of additional teachers, more parents and community farmers receive project supervision and technical advice in crop production. The barrio people have learned to consult the agriculture teachers in all matters about farming especially in the care, treatment and immunization of poultry and swine.

V. The Supervised Farming Program

The supervised farming program which takes one half of the curricular time requirement has been considered as the core of the instructional system. Progress in supervised farming is considered as one of the most important measures for the success of the barrio development school.

Under the supervision and guidance of the agriculture teachers and with the help of the parents, the supervised farming enterprises now being undertaken are broiler, rabbit, swine and vegetable production. In April, 1971, after one year of operation, the projects of the students

were worth only ₱5,000. With the increase of enrolment and the subsequent addition of more projects, the money value of the students supervised farming projects increased to ₱11,596 at the end of October, 1971. At the end of the school year 1971-1972, the value of the projects had increased to about four times - ₱40,409.65. Mention should be made that the operating budget of the Barrio Development School project for the school year 1971-1972 was in the amount of ₱14,702.19. The economic accomplishments of the students for that year, therefore, more than paid for the educational investment. By the end of the school year 1972-1973, the value of the projects was about ₱95,652.00. In a recent report of the fourth year of operation of school, the value of the projects reported has amounted to more than ₱100,000.

The valued amount of the projects may not be fantastically big, but when one considers that these young people started from about zero point, it is quite an achievement in a barrio. Other outcomes to which no money value can be attached are a new outlook in life, a new-found sense of self-confidence, and an anticipation of better economic livelihood.

VI. The Guarantee Loan Fund

One of the most serious problems during the school's first months of operation was the lack of capital for

initiating and operating the supervised farming projects. Only about one third of the students had parents who could afford to lend them capital at no more than P200.00 per month. Although resources at home and within the community were tapped to remedy the difficulty, these were found inadequate to meet the needs of many students who have succeeded in small scale operations and were ready to expand their projects. They needed new educational experiences, such as the use of borrowed capital to booster production.

To meet this need, the Guarantee Loan Fund for operating and financing supervised farming projects of individual students of the barrio development school was initiated on January, 1971. The Barrio Book Foundation, Inc., a civic foundation, provided a guarantee fund of P10,000 which was deposited at the Los Baños Rural Bank. The Guarantee Loan Fund money is a trust fund handled and administered by the rural bank for the sole purpose of providing short term loans to the students to help finance their projects, subject to the recommendations of the agricultural teacher and the project leader. Lessons in loaning procedures, interest rate, service fees, repayment are being taught and discussed in the classroom and in the home farm visits by the agriculture teacher. A student, in order to be entitled to a loan, must present a well-conceived project plan which will include realistic budget requirements. This project plan must be signed by the student himself, his parents and his agriculture

teacher as an indication that they will be responsible to assist the student in using the money properly as planned and in repaying the loan on time.

On August 16, 1972, the Guarantee Loan Fund Project of the Barrio Book Foundation, in cooperation with the Los Baños Rural Bank, completed its first year of operation. A report of the Manager's office of the rural bank indicated that 40% of the loans granted were already paid. The Bank Manager's office expressed satisfaction over the performance of the BDS students in getting, using and repaying the loans. The remaining 60% of the loan were also fully paid on or before maturity date. At the end of the first year cycle, the Barrio Book Foundation got the interest of its guarantee deposit in the amount of ₱560.00. With the excellent repayment performance of the barrio development high school students, the Foundation proposed to increase its guarantee fund from ₱10,000.00 to ₱30,000.00. The rural bank, having developed confidence in the ability of the students to pay back its loans, had also granted to extend the loans far beyond the guaranteed amount of ₱10,000.00. Besides the Barrio Book Foundation, Inc., religious agencies and other interested private citizens who have become interested in this laudable project, have come out to offer their assistance in the form of guarantee funds

VII. Financing

The operation of this experimental school is financed largely through grants from the Board of National Education. From 1970 until the end of the year 1973, the Board has released the total amount of P60,857.00 for the operation of the school. A large portion of this amount was used for teachers salaries and wages and for supplies, materials and equipment used in school.

In 1970, the first 20 students enrolled in the first year were allowed to use one room of the multi-purpose school building belonging to the Masaya Barrio Elementary School. Two years later, with the increase of enrolment, the barrio council and parents of the students volunteered to fix the abandoned, old and dilapidated school rooms in the western site of the barrio elementary school.

In 1973, through the joint efforts of the District Supervisor, the Principal, the Barrio Council and the Local Advisory Committee, a USAID-Marcos type school building was built for the barrio development high school. The Board of National Education had allocated an amount of P3,000.00 for the painting and improvement of this three-room building.

Other source of financing is through the tuition fees. The tuition fee is paid for ten months every year with the rate of P8.00 per month. In the first year of operation of the school, the percentage of collection of tuition fees was

83 per cent. In its second year it went down to 73 per cent. All receivables, however, were paid before the start of school year 1972-1973. In its third year (1972-1973) it went up to approximately 85 per cent. The improvement in the collection of tuition fees could be attributed to the students supervised farming projects generated income. This indicate that as the project grows, it also generate more food and income not only for family consumption but also for payment of tuition fees.

VIII. Conclusion

The experiences and observation during the four years operation of the barrio development high school have reinforced the conviction that it is a viable and effective educational scheme for rural development. Its potential, as an educational approach to rural and agricultural development is becoming clearer and convincing. When one considers the so-called cost-benefit ratio in education, the school demonstrated during the past four years of its existence that educational investment with the barrio development schoom more than pays for itself even at the immediate range.

The barrio development school is education for development - human development for material resource development. Therefore, its accomplishments would be understood if it is judged only in terms of educational outcome that can be immediately assigned money value. Many of the students have

obviously found a new life and new place in their own barrio society. Some of them may become leaders in their barrios and their leadership may be more effective because of the training that they received from the school. The leaders, parents and the people of the community have involved themselves in this project and have been asking assurances for the continued operation of the school beyond the four-year experimental period.

Table 34. UPCA-BNE BARRIO DEVELOPMENT SCHOOL PROJECT
MASAYA, BAY, LAGUNA

BUDGETARY ESTIMATE FOR FISCAL YEAR 1972-1973

Particulars	Sources of Allotment			Total Allotment for Each Item	Estimated Expenses
	BNE Grant	Estimated Balance by End of June 1972	Anticipated Tuition Fees		
1. Salaries	P10,383.00	P2,305.00	P2,000.00	P14,688.00	P14,688.00**
2. Wages	150.00	100.00	-	250.00	250.00***
3. Travel & Transportation	300.00	100.00	300.00	700.00	700.00
4. Supplies & Materials	500.00	300.00	1,000.00	1,800.00	1,800.00
5. Sundry expenses	100.00	-	300.00	400.00	400.00
6. Equipment	3,600.00	-	-	3,600.00	3,600.00****
7. Contingencies	-	-	500.00	500.00	500.00
	P15,033.00	P2,805.00	P4,100.00	P21,938.00	P21,938.00

*Based on a maximum of 15 third year, 15 second year, and 20 first year students.

**One agriculture teacher at P5,400.00 per annum, one supplementary subject teacher at P4,644.00 per annum and one agriculture teacher with experience at P4,644.00 per annum.

***Compensation for one elementary school teacher who assists in teaching supplementary subjects.

****Purchase of one motorcycle for the second agriculture teacher, 25 classroom chairs and etc.

Table 35. UPCA-BNE BARRIO DEVELOPMENT SCHOOL PROJECT
MASAYA, BAY, LAGUNA

BUDGETARY ESTIMATE FOR FISCAL YEAR 1971-1972

Particulars	Sources of Allotment			Total Allotment for each Item	Estimated Expenses
	BNE Grant	Balance by End of June 1971	Anticipated Tuition Fees		
1. Salaries and wages	P4,492.48	P 727.52	P3,000.00	P8,220.00	P 8,220.00**
2. Traveling and transportation expenses	121.00	729.50	-	850.50	850.50
3. Sundry expenses	500.52	383.98	-	884.50	884.50
4. Supplies and materials	800.00	1,175.44	-	1,975.44	1,975.44
5. Equipment	1,000.00	38.75	500.00	1,538.75	1,538.75
6. Contingencies	100.00	-	354.00	454.00	454.00
	P7,014.00	P3,055.19	P3,854.00	P13,923.19	P13,923.19

*Based on a maximum of 17 second year and 30 first year students.

**One agriculture teacher at P3,900.00 annually and one supplementary subjects teacher at P3,600.00 per annum. Honorarium for a part time teachers of P720.00 for ten months is included.

Table 36. SUMMARY OF AMOUNTS RECEIVED FROM THE BOARD OF
NATIONAL EDUCATION FOR THE UPCA-BNE BARRIO
DEVELOPMENT SCHOOL, MASAYA, BAY, LAGUNA
(1970-1974)

School Year	Project Budget	Actual Release
1970 - 1971	P17,000.00	P17,000.00 (1-15-70) ... P17,000.00
1971 - 1972	7,014.00 780.00 (additional amount for salary adjustment)	7,014.00 (10-19-71) 780.00 (2-10-72)... P 7,794.00
1972 - 1973	15,033.00	7,500.00 (10-3-72) 7,533.00 (2-7-73) ... P15,033.00
1973 - 1974	30,180.00	5,030.00 (8-1-73) 15,000.00 (8-31-73) 10,000.00 (1-31-74) 150.00 (2-20-74) 3,000.00* (1-31-74) ... P33,180.00
T o t a l	P70,007.00	P73,007.00

* Amount for partition of USAID Marcos type school building
(drawn from Sundry in Special Budget FY 1973-1974)

Table 37. SUMMARY TABLES OF THE VALUE OF THE
DIFFERENT SUPERVISED FARMING PROJECTS
OF THE BARRIO DEVELOPMENT HIGH SCHOOLS
STUDENTS FROM 1971-1973

Table 1

School Year 1970-1971

Enterprise	Total
A. Swine	P 1,743.00
B. Rabbit	1,900.00
C. Broiler	1,192.10
D. Vegetable	158.00
T o t a l	P 4,999.10

Table 2

School Year 1971-1972

Enterprise	First Year	Second Year	Total
A. Swine	P13,475.00	P16,866.00	P30,331.00
B. Rabbit	1,370.00	3,026.00	4,396.00
C. Broiler	530.00	3,115.45	3,645.45
D. Vegetables	45.00	385.00	430.00
E. Rice	-	420.00	420.00
F. Feeds & Cash on hand	842.00	224.00	1,066.00
G. Vegetable Crop	Joint	Joint	121.20
T o t a l	P16,362.00	P24,036.00	P40,409.65

Table 3

School Year 1972-1973

Enterprise	First Year	Second Year	Third Year	Total
A. Swine	P19,235.00	P41,180.00	P26,281.00	P86,796.00
B. Rabbit	675.00	1,485.00	2,155.00	4,315.00
C. Poultry	-	-	1,787.00	1,787.00
D. Crops	379.00	165.00	2,340.00	2,884.00
-	P20,289.00	P42,830.00	P32,663.00	P95,782.00

Chapter 12

A CASE STUDY OF A SAMPLE OF 143 BARRIO HIGH SCHOOLS

1. Introduction

The lack of a uniform accounting and systematic recording procedures at the local level have been the problem of educational studies in the past. This was the reason why for this particular study, questionnaires were sent to all barrio high schools throughout the country. Only 280 out of about 1,800 barrio high schools in school year 1973-1974 sent back their accomplished questionnaires. Returns from barrio high schools not in operation on or before school year 1970-1971 were eliminated. Incomplete returns were also eliminated. After editing the returns only 143 of the 280 returns were considered useful. This is about 11.35 per cent of the 1,260 barrio high schools existing on or before school year 1970-1971. The 143 barrio high schools included in this study are located in 25 school divisions in Luzon, Visayas, and Mindanao.

2. Enrolment

Table 38 shows the enrolment of the 143 barrio high schools from school years 1970-1971 to 1973-1974.

School enrolment index for the four school year period increased by as much as 131.58 per cent in school year 1973-1974 from school year 1970-1971. Of the 6,562 students who

Table 38. ENROLLMENT OF 143 BARRIO HIGH SCHOOLS
FOR SCHOOL YEARS 1970-1971 TO 1973-1974

Y e a r	School Years			
	1970-71	1971-72	1972-73	1973-74
First Year	6,562	7,553	8,227	8,527
Second Year	5,559	6,499	7,078	7,337
Third Year	4,846	5,665	6,170	6,395
Fourth Year	4,012	4,806	5,235	5,426
T o t a l	20,979	24,523	26,710	27,685
Increment	Base	3,544	2,187	975
Index	100.00	116.89	127.32	131.97

started in the first year in school year 1970-1971. Of the 6,562 students who started in the first year in school year 1970-1971, 5,426 students reached fourth year in school year 1973-1974. This is about 82.69 per cent surviving to fourth year.

3. Graduates

About 96 per cent of the students reaching fourth year high school are promoted to first year college. In a study of barrio high school graduates for school years 1969-1970 to 1970-1971, about 35.36 per cent of the graduates were furthering higher studies in college, 34.19 per cent were employed in industrial or agricultural business,

16.60 per cent were self-employed, 8.44 per cent were unemployed and out-of-school, and 5.41 per cent could not be located.

The enrolment output ratio of the 143 barrio high school as obtained by dividing the total enrolment in the first year by the number of graduates (5,209 students) four years later, was 1.26. The level-wise interval efficiency of the 143 barrio high schools as defined by the total enrolment average from first year to fourth year four years later to graduates was 1.18.

4. Sources of Income

The sources of income for the financing of the 143 barrio high schools are shown in Table 39.

An average of 75.37 per cent of the income came from the tuition fees paid by the students for the four school years under review. An average of 2.17 per cent of the income came from matriculation fees, 1.06 per cent from the Barrio General fund generated from 10 per cent real estate tax, .38 per cent from the 5 per cent barrio real estate tax and 4.12 per cent from the Local School Board. Subsidies from the city, municipal and/or provincial governments accounts for an average of 7.20 per cent. Subsidy from the national government accounts for an average of 4.24 per cent. The rest are from donations, sales of school products, income from school canteens, cafeteria, and cooperative stores, and others.

Table 39. SOURCES OF INCOME OF THE 143 BARRIO HIGH SCHOOLS
FOR SCHOOL YEARS 1970-1971 TO 1973-1974

S o u r c e s	A m o u n t				P e r C e n t				
	1970-1971	1971-1972	1972-1973	1973-1974	1970-71	1971-72	1972-73	1973-74	Average
Tuition fees	P1,704,555.39	P2,008,847.19	P2,233,038.14	P2,298,879.63	82.26	67.68	76.04	75.59	75.39
Matriculation fees	47,315.50	67,835.00	60,173.24	62,295.07	2.28	2.29	2.05	2.05	2.17
10% Real Estate Tax									
Barrio General Fund: Section 23 of R. A. 3590	20,973.28	33,011.41	29,515.51	34,673.50	1.01	1.11	1.00	1.14	1.06
5% Real Estate Tax									
Collected in the Barrio School Board as provided R. A. 5447	7,616.00 19,699.16	12,139.00 106,215.83	10,594.24 85,925.57	11,295.69 125,227.39	.37 .95	.41 3.58	.36 2.93	.37 4.12	.38 2.90
Subsidy from City, municipal and/or Provincial government	117,300.22	191,947.30	248,297.10	250,566.34	5.66	6.47	8.45	8.24	7.20
Subsidy from National Government	30,645.00	292,336.31	91,376.06	76,428.76	1.48	9.85	3.11	2.51	4.24
Donations	99,659.92	211,189.48	135,220.35	138,381.42	4.81	7.12	4.60	4.57	5.28
School Products	20,450.92	34,545.90	34,839.42	30,332.76	.99	1.16	1.19	1.00	1.08
From School Cafeteria, Canteens, Cooperative Stores	286.05	584.50	2,395.20	2,201.04	.01	.02	.08	.07	.04
Others	3,677.77	9,319.05	5,499.12	10,320.27	.18	.31	.19	.34	.26
T o t a l	P2,072,179.21	P2,967,970.97	P2,936,873.95	P3,041,101.87	100.00	100.00	100.00	100.00	100.00

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Tuition fees are the only fixed income of the barrio high schools. In some barrio high schools, 100 per cent of the income comes from tuition fees paid by the students. Only about 42 of the 143 barrio high schools get a share from the 10 per cent real estate tax for the Barrio General Fund. Only 16 barrio high schools out of 143 get share from the 5 per cent real estate tax of the barrio, 30 get a share from School Board Fund, 47 get subsidies from local government, 18 get subsidies from the national government, 85 received donations, 32 have production income and 17 have school cafeteria, canteens and/or cooperative stores.

5. Expenditures

Table 40 shows the distribution of the yearly expense of the 143 barrio high schools for school years 1970-1971 to 1973-1974. The table shows that the bulk of the expenditures of the 143 barrio high school goes to salaries with an average of 79.74 per cent for the four school years. Expenditure for honoraria was second with an average of 8.92 per cent and fixed charges third with an average of 5.66 per cent. This total to 94.32 per cent for personal service alone. The rest were distributed to other services, 1.00 per cent for miscellaneous, 1.68 per cent for textbooks and 3.00 per cent for equipment.

Table 40. EXPENDITURES OF THE 143 BARRIO HIGH SCHOOLS
FOR SCHOOL YEARS 1970-1971 TO 1973-1974

I t e m s	A m o u n t				P e r C e n t				
	1970-1971	1971-1972	1972-1973	1973-1974	1970-71	1971-72	1972-73	1973-74	Average
Salaries	\$1,478,305.10	\$1,970,489.09	\$2,281,429.67	\$2,353,500.41	75.24	80.27	80.97	82.46	79.74
Honoraria	242,561.64	218,687.30	266,641.91	180,639.36	12.39	8.91	8.04	6.33	8.92
Fixed Charges ^{1/}	103,875.14	115,130.29	169,060.02	189,620.12	5.30	4.69	6.00	6.65	5.66
Miscellaneous ^{2/}	23,078.05	25,157.39	24,275.80	26,850.98	1.18	1.02	.86	.94	1.00
Textbooks	59,020.64	37,730.77	34,465.91	27,478.50	3.01	1.54	1.22	.96	1.68
Equipment ^{3/}	56,365.40	87,527.14	81,985.49	75,929.90	2.88	3.57	2.91	2.66	3.00
T o t a l	\$1,958,205.97	\$2,454,721.98	\$2,817,858.80	\$2,854,019.27	100.00	100.00	100.00	100.00	100.00

^{1/} Insurance premium, retirement premium, medicare.

^{2/} Travel and transportation, communication, rentals, electric, telephone, etc.

^{3/} Science, library, athletic, shop, home economics.

PART V

CONCLUSIONS AND RECOMMENDATIONS

Chapter 13

A FORWARD LOOK

Barely ten years ago the barrio high school idea was hatched when four experimental high schools were set up in the barrios of Bactad, Cabuloan, and Cabaruan in the town of Urdaneta and in the barrio of Villanueva in Bautista, all in the province of Pangasinan. These were the first barrio high schools. Now there are more than 1,800 of them situated in different places all over the country.

In Retrospect

The basic idea behind this Philippine invention is very simple. The high school is organized on the initiative of the barrio council based on the petition of, at least, some forty students' parents who indicate their willingness to support and maintain the school. Its establishment is anchored to the philosophy of self-help. The barrio folks organize and help operate the school with the minimum of financial assistance from the government.

Considering this worthwhile philosophy of the barrio high school one may now ponder over how well it has achieved its purposes as expounded by Dr. Pedro T. Orata,¹ founder of the barrio high school movement.

¹Pedro T. Orata, "Self-Supporting Public Barrio High Schools," Inclosure to Memorandum No. 14, series 1966, Experimental Barrio High Schools (Manila: Bureau of Public Schools, 1966).

Checkpoint No. 1 - Has it enabled the barrio boys and girls of the adolescent age to acquire high school education? In other words, has the barrio high school brought secondary education within the reach of the youngsters in the far flung rural areas of the country? The answer to this is a resounding Yes. That the barrio high school has served this purpose is very much evinced by the increasing enrolment in these schools which has grown in number over the years in exponential proportion.

Quantitatively, the barrio high school has achieved its purpose; qualitatively, has it?

Previous studies² have brought out some findings that the barrio high school students' achievement was not significantly different from the achievement of the mother high school students. However, results of the recent National College Entrance Examination revealed that the performance of the barrio high school student groups in different parts of the country were consistently below that of the other groups coming from other types of high schools. In this connection, it would be borne in mind that the barrio high schools are not college preparatory schools. Since the NCEE intended to measure college aptitude, it is axiomatic that the barrio high school graduates would not perform as well as the graduates from schools offering the college preparatory

²General Letter No. 34, March 10, 1967, Bureau of Public Schools.

curriculum. Nevertheless, as the Barrio High School Charter enunciated, efforts should be exerted to "ensure that this laudable endeavor does not lead to poor educational standards which will negate the valuable investments of the barrio people."

Checkpoint No. 2 - Has the barrio high school encouraged and guided the parents to raise their income in terms of greater productivity of their farms? Have the barrio high school students been helped to earn in order to pay for a portion of their school expenses? At the start of the barrio high school movement the supervised home project found its real worth when it was tried out as an integral part of the instruction in practical arts and the vocational courses in the first four experimental barrio high schools in Pangasinan. The project like swine raising, for instance, which was started by the student at home as an application of school lessons was visited by the practical arts teacher once a month or as often as needed. During the visit the teacher met with the student and the parents and discussed with them solutions to whatever problems were encountered in connection with the project and changes and improvements needed so that more profit could accrue from said project. From such profit the student paid his school tuition fee. The parents who oftentimes helped in the carrying on of the project usually duplicated the student's project and thus increased their own income.

During the school year 1969-1970 a consolidated report³ from 28 provincial school divisions and 18 city school divisions revealed that the value of the students' supervised home projects totalled ₱1,130,077.95 at the beginning of the school year and increased in value by ₱436,922.65 at the end of the school year. Such accomplishment was attributed to family cooperation in assisting the teachers in the supervision of the home projects.

More recently, however, there seemed to be a waning of interest among the barrio high school students and their parents in the supervised home projects. As a consequence, there have been reports of the inability of students to pay regularly the tuition fees and the delay in the payment of teachers' salaries.

Checkpoint No. 3 - Has the barrio high school any social significance to the community? In the first place juvenile delinquency has been minimized considerably. No longer do the youngsters roam freely around the barrio with nothing to do. They are safely ensconced in the school where they are busy with mental as well as manual activities. In the second place, because the barrio high school is a creation of the barrio people for their own children and the operation of which is made possible by the people themselves, it can be said that the barrio high school is a school of the people,

³Rodolfo L. Guerrero, "Students Supervised Home Projects In Barrio High Schools, "paper to be read in the National Seminar-Workshop in Barrio High Schools to be held in Sta. Barbara, Iloilo on August , 1974.

for the people, and by the people. The community folks plan and work together for the organization and continuance of the school and improvement of its facilities and equipment. It thus becomes an effective instrument for furthering unity and democracy in the barrio.

Checkpoint No. 4 - What educational administrative significance, if any, does the barrio high school have? Because the barrio high school is situated in the grounds of the elementary school and the elementary school principal is the assistant principal of the high school, there is a close articulation between the elementary and secondary levels of education. Also, because of the fact that the high school is within the elementary school compound, the grade school pupils tend to fix their sight on the high school and look forward to the time when they will occupy that part of the compound, fewer dropouts occur. The holding power of the elementary school is thus strengthened.

Difficulties Encountered

The barrio high school concept which operates under the self-help principle to develop adolescents in the rural areas into thinking, doing and feeling individuals would seem to be an ideal, the realization of which would be difficult to achieve in practice. So it seems to many people. But to the barrio folks who are determined to improve their lot, it doesn't seem so. And many of them have shown, through sheer determination,

that they are on the way to the realization of their goals. It would be a amiss, however, to say that things go on smoothly with the efforts of the barrio people. This is due to the presence of obstacles which interfere with the attainment of goals. Such obstacles fall into two categories: those residing within the barrio high school itself and those coming from the outside.

From among those residing within the school itself are some administrative obstacles foremost among which is financing. Managing a school under the self-help principle is easier said than done. There is the matter of the salaries for the full-time teachers, payment for their insurance and retirement premium and medicare contributions, honorarium for the assistant principal and the part-time teachers, expenses for books, equipment, and other materials needed, travel and other miscellaneous expenses. All these expenditures have to be met. Of course, student are charged tuition fees. Income from tuition fees alone is not sufficient to cover all of the expenses. In many cases, it is not even enough to cover the amount for salaries. With such insufficiency of funds educational inefficiency naturally sets in. And such educational inefficiency may sooner or later result in leading a portion of the country's population to frustrating expectation and inhumane futility.

In view of the fact that the barrio high school is situated in the elementary school compound and the elementary

school principal or head teacher becomes, by process of the law, the assistant principal of the high school, there crops up the problem of lack of training on the part of the administrator or in high school management. The elementary school administrator has had long years of training and experience as elementary classroom teacher and as administrator and supervisor of elementary education. He has no preparation for the administration nor the supervision of secondary education. The principal of the mother high school who is supposed to oversee the administration and supervision of the barrio high school is very often beset with problems relative to his own school which require multiplicity of functions on his part. Thus the barrio high school, bereft of knowledgeable school administrators, is usually left to flounder by itself in a hit-and-miss fashion under an administrator who is just now groping his way around.

In the previous year before the passage of Republic Act 6054, otherwise known as the Barrio High School Charter, many of the barrio high schools offered the college preparatory curriculum which did not at all suit the purpose for which the barrio high school was established. The curriculum was not relevant to the needs of the barrio youngsters. A change was effected, however, when the barrio high schools were instructed to offer the terminal vocational courses after the passage of R.A. 6054.

Among those obstacles coming from outside of the barrio high schools are some unscrupulous persons, mostly politicians, who dub themselves as barrio leaders. They make the barrio high schools as means for achieving their selfish motives. Fortunately, there are only very few places where such persons are found.

Then, last but not least, are the owners of private schools who noticing the success of the barrio high schools and feeling insecure about the future of their own schools exert effort to file complaints against the operation of the barrio high school with the end in view of effecting its closure.

Attempts at Remedies

It is axiomatic that a school without funds cannot operate efficiently. To help the barrio high school in the matter of funding, there has been launched an intensified drive for the promotion of the supervised home projects in the barrio high schools through the seminar-workshops, both national and regional in scope, held during the school year 1974-1975. The supervised home projects of the barrio high school students are deemed relevant instruments through which the barrio high school can assume its role and carry on its responsibility as an agent for community development and at the same time bolster the limited purse with which it operates.

At the same time the President of the Philippines, realizing the plight of the barrio high schools and their value to the rural youth, has decreed the allotment of ten million pesos (P10,000,000.00) as yearly aid from the national coffers for the barrio high schools. It is hoped that this will assuage the financial handicaps with which the barrio high school is saddled.

The recent amendment to the Rules and Regulations for the Implementation of R.A. 6054 carry a provision for the appointment of a head teacher in a barrio high school where there are at least seven teachers and where the complete four-year course is offered. The head teacher will have to be a secondary person who has been trained in the teaching, administering and supervising in the high school. Also, some school divisions have started a program of re-training in college for the assistant principals of the barrio high schools. Their college courses will concentrate on content of the high school curriculum and administration and supervision of high schools. It is hoped that such re-training will help them become better qualified to manage the barrio high schools.

It is hoped that with the implementation of the 1973 Revised Secondary Education Program, the barrio high school curriculum will improve considerably, for the new program permits a curriculum that is very flexible in nature, a curriculum whose offerings are relevant to the needs of the

students in the school and geared to the resources of the school and the community.

Again, the national and regional seminar-workshops held during the current school year (1974-1975) when echoed on the local level, will serve to provide public information to all the barrio residents. This, it is hoped, will effect a change of attitude towards the barrio high school among the people outside of the public school system.

The Future

The barrio high school which has sprouted in Philippine soil will stay as a permanent feature of the Philippine educational system. A backward glance at the secondary education scene of the past decade reveals the barrio high school in its role of bringing the rural youth into the hub of the social and economic life of the country. It will continue functioning as such, hopefully, in better and more efficient ways than it has hitherto done.

Its curriculum will reflect the needs of the community in which it is situated -- its economic and social needs -- and those of the students, the rural youngsters. In its social studies courses the students will learn more and more about the culture of the community and the customs of the people. In the other subjects they will talk about its resources, perhaps, experiment on the possibilities of using to advantage their local resources. Hopefully, they will in due time learn to

take pride in what they have and decide in favor of staying put in their rural area instead of going to seek their fortune in some big cities.

It will pursue with greater zeal its program of supervised home projects. The proceeds from these projects plus the aids from the national and local government shall be the mainstay of its financing program.

With the supervised home projects as the core of its practical arts and vocational education courses, the barrio high school will be well on the way towards developing in the rural youth on economic awareness of his own community through direct experience as a producer. Through these projects he will experiment on new ideas that will help cultivate his interests and at the same time improve his and his family's living conditions by developing in him skills required to learn other skills to be acquired later through future employment experiences and on-the-job training activities.

Because of the fact that the high school diploma has come to be regarded as a passport for job entry, it is safe to say that enrolment in the barrio high school will continue to increase.

In the aggregate, it can be assumed that since the barrio high school has taken root within the economic boundaries of the rural community, it will continue to attract participation from among the barrio leaders and involvement

on the part of the community folks. In turn, the school, through its various projects, will continue to serve as a vital community institution and work towards betterment of rural living.

Chapter 14

PROPOSED DESIGN FOR A NEW FINANCE SYSTEM
OF PHILIPPINE PUBLIC SCHOOLS

The Department of Education and Culture gets the biggest share of the total national government budget yearly. No other government agency can top this slice in the financial resource pie of the national government. About 92 per cent of the Department of Education's budget go to the Bureau of Public Schools whose main field of endeavor is in elementary education. For the past ten years, the average share of this Bureau has been within the level of 91.66 per cent. Coming in second is the Bureau of Vocational Education with an average share of 7.4 per cent. These two bureaus alone account for 99 per cent of the total Department of Education's budget every school year. The remaining one per cent has been apportioned among the other six offices: the Office of the Secretary of Education, the Bureau of Private Schools, the National Library, the National Museum, the National Historical Commission, and the Institute of National Language.

In terms of itemized areas of expenditure, 90 per cent of the total education budget goes to salaries and wages. The remaining 10 per cent is allocated to textbooks, basic office supplies and materials, and classroom equipment and facilities. There is not even any outlay for school

buildings or classrooms since the Department of Public Works and Communications and the Department of National Defense have taken this up in their respective budgets. What do all the above figures indicate? What are the implications? To cite a few, the teachers are not paid enough, textbook production is not keeping up with the increase in enrolment, library books and facilities are very inadequate, schools do not have enough instructional facilities and equipment, etc.

The condition in locally supported schools is worst except those located in rich cities. The teachers in locally supported schools are usually paid lower than their counterpart in schools supported by the national government. School facilities are not only inadequate but in some cases nothing at all. This condition add the burden of the teachers who are forced to make their own teaching devices and equipment.

The New School Financing System (A Proposal)

Given the above problems and status of financing public education in the Philippines, a new financing system will be based on the following propositions:

- (1) The quality of education shall not be a function of the source of fund.
- (2) The quality of education shall not be a function of local wealth.

To begin with, a law should be passed transferring the responsibility for the financing of public elementary and secondary education from the national to the local governments. The law must include a fixed and progressive tax source for financing and a system of national government assistance in the form of an equalization fund to supplement the resources of local government with limited tax potentials. The law must also include an administrative system on a local and national level which will provide for flexibility of financial programming in those aspects of education for which local governments assume financial responsibility in order to meet national standards. The responsibility for the financing of collegiate education will remain with the national government. Public schools offering both secondary and collegiate education will be financed from local and national funds.

An efficient budgetary system should also be established to minimize political interference in the allocation of funds for education both in the national and local levels. This will ensure equal opportunity for every children in obtaining education regardless of local wealth. In addition a progressive and stadardized salary structure for teachers be established to ensure equity in pay on a national level.

The following are the proposed computational procedures for budgetary allocation on a national level:

$Ex = LST + NA$ where

Ex = total school expenditures

LST = local school tax

NA = national aid from the equalization fund

If $Ex < LST$, the difference goes to the national equalization fund. A maximum amount should also be set for the national equalization fund so as not to tie up resources. Any amount in excess of the maximum reverts to the general fund. The maximum amount should also be flexible and will vary with the size of the school population.

The yearly total school expenditures (EX) should be computed as follows:

$Ex = PS + OS$ where

PS = personal services

OS = other services and

$PS = TS + GCLR$ where

TS = teachers and other educational personnel salaries and wages

GCLR = government contribution to life and retirement insurance premium

A separate budget for capital outlay should also be prepared and charged to the national equalization fund. Personnel salaries and wages should be computed as follows:

$TS = SOT + SAT + SITE + CLA + SHA$ where

SOT = total salaries and wages of school personnel already in the service

SAT = total salaries and wages of additional school personnel needed

SITE = total salaries and wages increases for tenure (longevity) and teachers increase in educational qualification

CLA = cost of living allowance

SHA = special hardship allowance

In the computation of the number of teachers needed for the school year, a national standard based on teacher-pupil ratios should be strictly followed. If the standard class size is set at 40 pupils or students per class, the staffing constraint should be as follows:

For the primary (one teacher, one class)

$$\sum T_1 \leq \frac{\sum E_1}{40} \quad \text{where}$$

T = number of teachers

E = enrolment

For the intermediate (five teachers, three classes)

$$\sum T_2 \leq \frac{\sum E_2}{24}$$

For the secondary (six teachers, 3 classes)

$$\sum T_3 \leq \frac{\sum E_3}{20}$$

Other services should be computed as follows:

$$OS = Tx + SE + SS + OE \quad \text{where}$$

Tx = expenditure for the production and purchase of textbooks

SE = expenditure for school equipment

SS = expenditure for school supplies

OE = other school expenditures and sundry expenses

Budgetary allocation constraint between personal services (PS) and other services (OS) should be as follows:

$$PS = .7Ex$$

$$OS = .3Ex$$

The procedure is to compute personal services (PS) first and then use the following formula to compute the total expenditures for the school year:

$$Ex = \frac{PS}{.7}$$

This means that other services (OS) outlay for every school year is dependent upon the amount of the personal services (PS) needed every school year.

APPENDIX A

THE GROWTH OF THE BARRIO HIGH SCHOOLS*

Motivations for the Establishment

The Philippine has created a revolution in the educational system during the last seven to eight years, Dr. Pedro T. Orata, an internationally known educator who received the Magsaysay Award in East Asia for rural education, conceived of bringing secondary education right to the doorstep of the Pilipino barrio youth. This concept is translated as the common man's desire for self-realization of his aspirations and for exercising his rights and privileges to which he is entitled under a democratic form of society.

Dr. Orata's concern with the worsening juvenile delinquency and the poverty and ignorance of the rural people in the town of Urdaneta, Pangasinan, and in fact of the entire country, evolved the idea of keeping the youth longer in school and training them to become productive individuals. It is believed that one of the best ways to minimize social and economic problems which is gnawing at the very vitals of society is to keep the youth busy studying and usefully attending to supervised home projects.

Expenses for their education are not considerable since

*Pedro T. Orata, Know Your Barrio High Schools, 1969.

the items for transportation to the regular high school in town including board and lodging are removed from the family budget of the parents. Government aid would be insignificant because the barrio high schools would operate on the self-support basis. The local PTA's would shoulder a greater part of the burden of expenses. Work experiences of the students in the practical arts courses would be implemented in terms of supervised productive home projects which provide opportunities for them to earn while studying, at the same time motivate the parents to work harder and produce more.

Facts Behind the Establishment of
Barrio High Schools

Census figures show that the Philippines is a nation of fifth graders^{sk}, which means that the average highest education attainment of the Filipino people is the completion of Grade V. In 1948 the average was Grade IV.

According to the Swanson Survey Team Report in 1960, the fifth grade in the Philippines is lower than that in the United States in academic standards by one and one-half years. Compared with the French and English schools according to Dr. Orata, the Philippines may be behind by two grades and by European standards, it is a country of third graders. This state of educational attainment of the Filipino people is explained by Dr. Vitaliano Bernardino,¹ former Director

¹Bureau of Public Schools, Memorandum No. 14, s. 1966

of Public Schools, in his report on educational development in the Philippines to the 28th International Conference on Public Education in Geneva, Dr. Bernardino said:

This problem of school leavers in the Philippines is a serious one. Educational statistics show that out of every 100 children who enter Grade I, only 66 finish Grade IV, and only 40 complete Grade VI. The greater part of the drop-outs revert to illiteracy. As regards the adolescent, a report of the Swanson Survey Team which conducted a survey of public schools in 1960, reveals that in the school year 1958-1959, out of a total estimated population of 2,192,000 boys and girls within the ages of 13 and 16 which coincide with the high school period; only 392,786 were in the public and private schools. This means that 82.09 per cent of these young people are out of school most of whom, in all probability, roam the streets unemployed, their means toward growth unattended and are surrounded by influence that make them potentially if not already delinquents."

The following facts were also mentioned in the report of Mr. Federico Lachica,² Principal of the Urdaneta Community High School, -- facts that activated the establishment of extension barrio high schools:

"Less than fifty percent of the more than 1,000 pupils graduating each year in the elementary schools of Urdaneta (central and a dozen barrio schools) do not continue their studies even though there is a high school in town which is accessible by good feeder roads from all the barrios all year round.

The six or seven hundred elementary graduates who discontinue their studies are too young to go to work except to help their parents at home

²Pedro Lachica, The Urdaneta Village High Schools, 1966.

and only for a part of the year. These young people may be seen everywhere -- in stores, and on the streets loafing around or sitting down and playing "bingo" in "sari-sari" stores. They unlearn in a few weeks which was taught to them in six years.

Some of them form gangas and drink hard liquors and do mischief and become problems of their parents, their neighbors and the police.

Lots of farm lands go to waste a great part of the year for lack of purposeful, well-planned and vigorously operated food production campaign.

Elementary school buildings and grounds are used only during a part of the day and nine and one-half months of the year. (In contrast, in Hongkong and many parts of the world the school facilities are utilized twenty-four hours of the day and everyday during the year.)

All barrios are connected with the national road and poblacion with good feeder roads, transportation is no problem."

Objectives and Goals

The real motives behind the barrio high school are connected with the broadening and deepening of the goals already inunciated by the elementary schools. In Dr. Orata's article, "Self-Supporting Village High Schools," he mentioned the following goals and objectives of the project:

First. Educational: To enable the barrio boys and girls of high school age to complete secondary education and to raise the educational level of rural communities, and at least to provide an opportunity to attain college or university education.

Second. Economic: To encourage and guide the parents to increase their income by improving the productivity of their farms so that they can pay the tuition fees of their children and to enable the students to earn part of their school expenses by engaging in productive home projects.

Third. Social: To reduce if not to eradicate juvenile delinquency by having the young people usefully occupied all the time.

Fourth. Administrative: To strengthen the holding power of the elementary classes and to provide a means of articulation between the elementary and secondary levels of instruction.

The Ten-Year Schools

Time and again critics of the Philippine educational system have shown that Grade VI education is not enough for today's needs. Mr. Gerardo Flores,³ has shown that, "This is short by one or two years of meeting the requirements of functional literacy. Educationally speaking, our elementary school children are two or three years below the level of functional literacy as compared to the American and European students." This is the reason why, in the opinion of many educators, including the Secretary of Education,⁴ who recently authorized the restoration of Grade VII in Manila and

³Bureau of Public Schools, Memorandum No. 14, s. 1966

⁴Republic Act No. 876, Restoration of Grade VII.

on an experimental basis in other schools, the length of elementary attendance must be increased by one year. This is corroborated by the products of the educational system before World War II, when Grade VII graduates could even teach. This is no longer true today. Of course the reduction of seven years elementary education to six was due mainly to lack of funds. To fully restore Grade VII would need the staggering amount of ₡60,000,000.00.

Dr. Orata had a better proposal. Since it is almost impossible to restore Grade VII, the solution was to replace the present six-year schools with ten-year schools, the first six years of which will be supported by the national government, and the last four years, by the people, following the concept of financing the barrio high schools on a self-support basis. This situation is now a reality in elementary schools where barrio high schools are located. The proposal is to generalize this trend, making all elementary schools ten-year schools.

APPENDIX B

(Inclosure No. 2 to Circular No. 12, s. 1970)

RULES AND REGULATIONS FOR THE IMPLEMENTATION OF
REPUBLIC ACT NO. 6054, OTHERWISE KNOWN AS
THE BARRIO HIGH SCHOOL CHARTER.

RULE I. Declaration of Policy

SECTION 1. Republic Act No. 6054 declares it as a national policy to provide equal opportunities for all the children of all the people in the Philippines regardless of place of birth or of the economic status of their parents to acquire a high school education. This policy has particular reference to the youth residing in the barrios who because of their distance from the nearest secondary school have to exert more than ordinary effort and expense in order to avail in their own barrio brings secondary education within the reach of the youth in the rural areas who otherwise would have been satisfied with their meager education. This opportunity enable them to raise their level of education from elementary education, opens wider the door for their increased and more enlightened involvement in the rural areas not only for individual self-fulfilment but also for making possible their direct participation in the socio-economic progress of their respective communities.

SECTION 2. The philosophy that permeates the present law is anchored to the doctrine of self-help based on the

principle that progress can best be attained if people learn to help themselves. Every opportunity is, therefore, afforded the barrio citizens to organize and operate their barrio school themselves with the minimum of financial assistance from the government. It behooves all public-spirited citizens particularly those in a position to help push this movement to give the barrio people all the encouragement and understanding in their effort to achieve this significant educational enterprise. At the same time, it is the joint responsibility of the barrio citizens and the authorities concerned to ensure that this laudable endeavour do not lead to poor educational standards, which will negate the valuable investments of the barrio people.

RULE II. What is a Barrio High School?

SECTION 1. The term "barrio high school" shall apply to schools established in the barrios of municipalities and cities offering instruction in the secondary level as prescribed by the Department of Education, organized, maintained and supervised in accordance with the provisions of the Barrio High School Charter.

SECTION 2. The term "barrio high school" does not apply to secondary schools established and maintained by the Bureau of Public Schools and the Bureau of Vocational Education. Private high schools maintained and operated by private corporations or entities under the supervision of the Bureau of Private Schools wherever they are established,

including laboratory high schools of state colleges and universities, are likewise not included within the meaning of barrio high schools.

SECTION 3. No barrio high school, except those which have been organized and are in existence at the time of the approval of this Act, August 4, 1969, shall be established in the poblacion nor within a three kilometer radius of an existing high school, public or private. Provided, however, that this rule shall not apply in cases where barrios as officially organized political units of the municipality or city are situated within the three-kilometer radius of the poblacion.

SECTION 4. Should a barrio high school sought to be established be situated within the three-kilometer radius of an existing public or private high school, permission shall invariably be previously secured from the Secretary of Education who shall allow exceptions to the foregoing rule when public interest so requires. The Secretary of Education in the exercise of his discretion, may allow interested parties to appear in person at a hearing in order to arrive at a decision.

RULE III. Opening of a Barrio High School

SECTION 1. A barrio high school may be organized whenever at least forty students residing in the barrio are available to constitute a class. A class refers to students in the same curriculum year.

SECTION 2. It shall be the duty of the barrio council to initiate the organization of the barrio high school. The Barrio Council shall require the parents of at least forty students eligible for enrolment in the same curriculum year of the high school to submit a petition in writing stating their desire for the establishment of a high school in the barrio and indicating their willingness to support and maintain the same. The list of students eligible for enrolment in a high school class shall likewise be included as annex to the petition.

SECTION 3. The petition shall be approved by Resolution of the Barrio Council and submitted to the Division Superintendent of Schools of the division or city concerned. The Superintendent of Schools, upon receipt of the resolution of the Barrio Council and the petition of the parents shall send a representative to meet with the Barrio Council to appraise them of the standard requirements for the establishment of a barrio high school and further look into the feasibility of opening the barrio high school on the basis of the available resources and to determine if the same is urgent and will serve the public interest of the barrio concerned.

SECTION 6. It shall be the duty of the Superintendent of Schools to provide the Barrio Council of a barrio whose petition for the establishment of a barrio high school has been approved by the Secretary of Education all the technical assistance necessary to facilitate the opening thereof.

SECTION 7. The opening of classes for each additional year of the secondary curriculum shall be subject to the approval of the Director of Public Schools upon the recommendation of the Division or City Superintendent of Schools concerned. In all cases, a budget for the operation of the barrio high school with provision for the additional curriculum year shall be attached as annex to the application or petition for this purpose.

RULE IV. Financing the Barrio High School

SECTION 1. The barrio high schools shall be supported primarily by the tuition fees paid by students which amount shall not be higher than the tuition fees charged students in the provincial high school; Provided, however, that should the tuition and other fees charged in the provincial high school be for an amount which may not insure the normal operation of the barrio high school, the Barrio Council may apply for subsidy from the city, province or municipality as the case may be. If this is not possible, the Barrio Council may petition the Secretary of Education for exception of the foregoing provision indicating therein the amount of tuition fees and other charges it deems adequate for the operation of the school.

SECTION 2. In addition to tuition fees and other school charges, the barrio high school shall be financed secondarily from the following sources:

- (a) Any amount of the ten per cent real estate tax

accruing to the Barrio General Fund under any other law;

- (b) Five (5%) per cent of the real estate tax collected within the barrio to be deducted in equal amount from the share of the province and of the municipality, provision of Commonwealth Act No. 3570 to the contrary notwithstanding.

SECTION 3. All appropriations from the sources under SECTION 2 hereof shall be appropriated by the Barrio Council exclusively for the improvement of instruction in the barrio high schools, such as the purchase of textbooks, instructional aids and equipment, etc.

SECTION 4. The barrio high school shall likewise avail of its share from the appropriations for textbooks, instructional aids and devices, equipment for vocational courses, and other items of activities under Republic Act No. 5447 from the School Board of the City or Municipality where the barrio high school is located.

SECTION 5. All ordinances passed by the Barrio Council relating the operation and maintenance of the barrio high school, including the amount of tuition and other school fees, and the appropriation of funds from other sources for the operation of the barrio high school shall be submitted to the city or municipal council for review to determine whether such ordinances are not inconsistent with law or municipal or city ordinance. If the ordinance is not inconsistent or does not violate any provision of law or municipal ordinance, the Municipal or City Council shall approved the same. If the City or Municipal Council does

not take any action on the ordinance within fifteen days, non-working days excepted, it shall be deemed approved.

SECTION 6. Any disagreement on the action taken by the City or Municipal Council shall be referred to the provincial or city fiscal, as the case may be, for final action pursuant to Section 20 of the Revised Barrio Charter.

SECTION 7. The Barrio Council shall assure responsibility for the administration of funds for the operation of the barrio high school including the safekeeping of trust funds of all income derives from school and other sources and of the proper disbursement thereof pursuant to a budget duly approved by the Barrio Council in accordance with the rules and regulations prescribed therefore, subject to the usual accounting and auditing regulations. The regular budget of the barrio high school shall be prepared by the Barrio Council with the assistance of the Office of the School Superintendent and approved not later than July first each year.

SECTION 8. All funds for the establishment, operation and maintenance of the barrio high school shall be deposited with the municipal treasurer by the barrio treasurer who shall be bonded in an amount fixed by the barrio council but in no case less than one thousand pesos. The collection of tuition fees and other school fees and charges, however, shall be in accordance with a schedule fixed by the barrio council and approved by the Director of Public Schools.

SECTION 9. The barrio treasurer shall collect the tuition fees and other charges in accordance with the schedule for such payment and shall be assisted by the teachers of the barrio high school who are employed in a full-time basis as herein provided. All collections of the barrio treasurer shall be properly receipted in a Provincial Treasurer's receipt form furnished by the municipal treasurer.

SECTION 10. All collections from student fees and other funds derived from any other sources for the operation and maintenance of the barrio high school shall be entered in the Treasury accounts as Barrio High School Special Funds and disbursed in the manner provided by law and existing rules and regulations.

SECTION 11. In the case of a barrio high school established and operated by two or more barrios the manner of deposit and disbursement of the funds therefore shall be fixed and determined by the Auditor General or his authorized representative. Until such arrangements has been determined, the barrio treasurer of the barrio in which the barrio high school is located shall perform the functions as herein provided.

SECTION 12. All disbursements for the operation and maintenance of the barrio high schools shall be made by the Municipal Treasurer, including the payment of salaries of the teaching staff of the barrio high school. All vouchers in payment of obligations incurred in connection with the operation of the barrio high school shall be signed by the

barrio captain. The principal or head teacher of the elementary school who is teacher-in-charge of the barrio high school shall, however, initial all payments made against the barrio school fund.

SECTION 13. The barrio council shall be answerable for all claims arising from the operation of the barrio high schools in their respective jurisdiction. The Superintendent of Schools in the exercise of his power of administration over barrio high schools under his jurisdiction shall determine the validity of any claims against the barrio council and shall make the necessary recommendation to the barrio council for the action to be taken thereon. Any disagreement on this matter shall be referred to the provincial or city fiscal for decision, without prejudice to bringing suit in the proper courts for final adjudication of any claim against the Barrio Council in connection with the operation of the barrio high school.

RULE V. The Teaching Staff

SECTION 1. Teachers for the barrio high school shall possess the same qualification required of teachers in any provincial, city or municipal high school. The provisions of Sec. 3 (b) of Republic Act No. 5670 as regards recruitment and qualification for teachers of secondary schools shall be observed in the appointment of teachers for barrio high schools.

SECTION 2. There shall at least be one full-time qualified teacher in the teaching staff for every class or

section organized in the barrio high school. Qualified teachers in the elementary school that houses the barrio high school or in their absence qualified teachers from the nearest existing public secondary school may be appointed to handle classes on part-time basis, but such service shall be rendered after regular class hours of the part-time teacher concerned.

The barrio high school may also avail of the services of other exceptionally qualified persons not regularly employed in the government on the part-time basis subject to approval by the Secretary of Education.

SECTION 3. All appointment of teachers for the barrio high school shall be made by the Superintendent of Schools upon authority of the Secretary of Education, and shall be in accordance with existing Civil Service rules and regulations. The appointment of part-time teachers who are paid on the honorarium basis need not be forwarded to the Civil Service Commission.

SECTION 4. The salaries of full-time classroom teachers of a barrio high school shall be at least equal to the rate of salary of teachers of the same rank and category in regular public high schools. A regularly appointed full-time barrio high school teacher shall be entitled to the benefits under existing salary laws.

SECTION 5. Subject to such changes as may be prescribed by the Secretary of Education, the Superintendent of Schools shall fix the salary for part-time teachers in accordance with

the following schedule:

Educational Qualification:

Below Minimum -P20 a month per 40-minute period he teaches

Minimum -P25 " " " " " " "

Above Minimum -P30 " " " " " " "

Below Minimum -P30 a month per double period requiring
one preparation

Above minimum refers to a teacher with an M.A. degree
of with at least 20 years of experience or 20 graduate units.

SECTION 6. No part-time teacher teaching in a barrio
school shall be assigned to more than two periods per day of
classroom work. This rule includes part-time teachers
assigned to teach subjects requiring a double period such as
home economics, practical arts or science courses with labora-
to ry work.

RULE VI. The Curriculum

SECTION 1. The barrio high school shall adopt an
integrated curriculum consisting of academic and vocational
subjects. The academic offerings shall conform to the minimum
unit requirements for each subject area as prescribed herein.

SECTION 2. The barrio high schools shall prescribe
at least one vocational course for each curriculum year. The
vocational course in each curriculum year being terminal as
provided by Barrio High School Charter, provision shall be
made that each vocational course offering not a pre-requisite
to a vocational course in a succeeding curriculum year.

SECTION 3. The vocational course offerings will depend primarily on the resources, needs and conditions of the community where the barrio high school is located and secondarily upon the desire and interests of the students to learn skills necessary for possible employment or for self-established enterprises.

SECTION 4. Unless otherwise notified by the Department of Education, the following shall be the minimum requirements in the curriculum for the barrio high schools:

Subject Area	CURRICULUM				YEAR	Total Units
	I Yr.	II Yr.	III Yr.	IV Yr.		
English	1	1	2	2		6
Social Science	1	1	1	1		4
Natural Science	1	1	1D	1D		4
Mathematics	1	1	1	1		4
Pilipino	1	1	1	1		4
Health, P.E. Music*	1	1	1	1		4
Vocational Education	1D	1D	1D	1D		4
Units	7	7	8	8		30

This curriculum shall take effect during the school year 1970-1971 for the First Year; 1971-1972 for the first and second years and so on progressively for the next succeeding school years.

D - double period of 80 minutes per day

* - PWT, Boys III and IV Year 2 days a week

Character Education 1 day a week in English or Pilipino period.

RULE VII. Administration & Supervision

SECTION 1. The Secretary of Education through the Director of Public Schools shall have the power to authorize the opening of the barrio high schools, regulate their operation and maintenance, and order the closing of any which he may find operating in violation of any provisions of the Barrio High School Charter on its implementing rules and regulations.

SECTION 2. The Superintendent of Schools of the province, division, or city, as the case may be, shall have the power of administration and supervision over all barrio high schools within his jurisdiction. He may, in the exercise of this power, send a number of members of his division office staff, to inquire into the status of barrio high schools to determine the measures that may be taken for their improvement, what assistance may be provided, and take such action as he may be directed to perform by the Director of Public Schools.

SECTION 3. The Superintendent of Schools shall place the barrio high school under the direct administration and supervision of the principal of the complete public general secondary school nearest the particular barrio high school.

SECTION 4. The principal or head teacher of the elementary school where the barrio high school holds its classes shall, for purposes of administration serve as assistant principal and teacher-in-charge of the barrio high school. He shall, in addition to his duties, act as property custodian of the barrio high school and shall keep the records of all students enrolled therein. He shall continue to perform these duties even as additional classes or sections are

added until replaced by competent authority.

SECTION 5. The Director of Public Schools upon the recommendation of the Division or City Superintendent of Schools as the case may be, may close any barrio high school or suspend the operation thereof, for any of the following causes:

- a. Failure to maintain acceptable standards in its operation, particularly the inability of the school to maintain reasonable standards of instruction.
- b. Failure to pay the salaries of teachers for an unreasonable period of time or failure of the school to pay its just debts without any prospects of meeting such obligations at some definite future time.
- c. Clear violations of the Barrio High School Charter and its implementing rules and regulations.

Provided, however, that no barrio high school shall be closed without giving notice to the Barrio Council concerned nor without giving the Barrio Council a reasonable time within which to fulfill all requirements of law or regulations. And provided, further, that any order for closure of a barrio high school shall take effect at the close of the school year.

SECTION 6. The Director of Public Schools on the recommendation of the Division or City Superintendent of Schools may order the re-opening or resumption of the operation of the barrio high school upon removal of the cause or causes for its closure.

**RULE VIII. Use of Facilities of Elementary
Schools and Facilities for
Barrio High Schools.**

SECTION 1. Whenever necessary, the Superintendent of Schools shall authorize the use by the barrio high school of handtools; materials and supplies for practical arts and vocational courses where available in the elementary schools where the barrio high schools holds classes under such arrangements as shall be made with the principal or head teacher of the existing elementary school. This arrangement shall, however, be discontinued as soon as the barrio high school is able to acquire or has acquired the necessary equipment and other supplies and materials for its own practical arts classes.

Similar arrangements shall be made with vocational schools operated by the Bureau of Vocational Education which are accessible to the barrio high school.

SECTION 2. The Barrio High School Charter further authorizes the use of the existing facilities of any public elementary school by the barrio high school classes when the same are not in use for their own elementary classes. The teacher-in-charge of the barrio high school shall make the arrangements for this purpose and shall prepare the class schedule in conformity with this rule.

SECTION 3. These Rules and Regulations shall take effect July first, Nineteen hundred and seventy.

(SGD.) ONOFRE D. CORPUZ
Secretary of Education

APPENDIX C

EDUCATION DEPARTMENT ORDER NO. 11, s. 1973

March 21, 1973

TO: The Director of Public Schools,
The Director of Private Schools, and
The Director of Vocational Education

AMENDING THE RULES AND REGULATIONS FOR THE IMPLEMENTATION
OF R.A. NO. 6054, OTHERWISE KNOWN AS THE BARRIO HIGH SCHOOL
CHARTER.

1. Certain sections of Rules, II, III, IV, V, VII, and
VIII of the Rules and Regulations for the Implementation of
Republic Act No. 6054, which was promulgated by this Office,
are hereby amended to read as follows:

Rule II - Section 3:

No barrio high school shall be established in
the poblacion nor within a three-kilometer radius
of an existing high school; Provided, however, that
barrio high schools existing at the time of the
approval of this Act, August 4, 1969, or authorized
by the Secretary of Education to open before January
31, 1973 in barrios that are officially organized
political units of the municipality or city within
the three-kilometer radius of the poblacion, shall
be allowed to continue to operate.

Rule III - Section 7:

The opening of classes for each additional cur-
riculum year shall be subject to the approval of the
Director of Public Schools upon the recommendation of

the Division or City Superintendent of Schools concerned. In all cases, a budget for the operation of the barrio high school with provision for additional curriculum year shall accompany the application or petition for this purpose.

The budget of a complete barrio high school with seven full-time teachers shall provide an item for a secondary school head teacher who shall be appointed by the Superintendent of Schools in accordance with Section 3, Rule V hereof.

Rule IV - Section 12:

All disbursement for the operation and maintenance of the barrio high school shall be made by the Municipal treasurer, including the payment of salaries of the teaching staff of the barrio high school. All vouchers in payment of obligations incurred in connection with the operation of the barrio high school shall be signed by the barrio captain. The secondary school head teacher or the assistant principal of the barrio high school, as the case may be, shall, however, initial all payments made against the barrio high school fund.

Rule V - Section 4:

The salaries of full-time classroom teachers of a barrio high school shall be at least equal to the rate of salary of teachers of the same rank and category

in regular public high schools. A regularly appointed full-time barrio high school teacher shall be entitled to the benefits under existing salary laws; Provided, that no public school official or employee shall be entitled to any honorarium whatsoever except public school teachers employed on part-time basis, and the principal or head teacher serving as property custodian in accordance with Rule VII, Section 4 hereof.

Rule VII - Sections 3 and 4:

Section 3. - The Superintendent of Schools shall place the barrio high school under the direct administration and supervision of the principal of the complete public general secondary school nearest the particular barrio high school which, for this purpose, shall be known as the "mother" high school; Provided, however, that the complete barrio high school with at least seven full-time teachers shall be placed under the direct administration and supervision of a secondary school head teacher who shall be responsible to the principal of the mother high school.

Section 4. - In barrio high school with less than seven full-time teachers, the principal or head teacher where barrio high school classes are held shall, for purposes of administration, serve as assistant principal or head teacher thereof. Said principal

or head teacher shall act as property custodian and shall keep the students' complete records and all others pertinent to the operation of the barrio high school; Provided, the duties as herein prescribed shall terminate when the barrio high school transfers to another site.

Rule VIII - Section 2:

The Barrio High School Charter further authorizes the use of existing facilities or any public elementary school by the barrio high school classes when the same are not used for their own elementary classes. The assistant principal or the head teacher of the barrio high school, as the case may be, shall make arrangements for this purpose and shall prepare the class schedule in conformity with these Implementing Rules.

Rule IX - Miscellaneous:

Any violation of the Implementing Rules and Regulations herein prescribed, as amended, by any school official or employee shall be dealt with administratively in accordance with existing laws and regulations.

2. The foregoing amendments to the Implementing Rules and Regulations of the Barrio High School Charter takes effect immediately and strict compliance therewith is hereby enjoined.

(SGD.) JUAN L. MAÑUEL
Secretary of Education and Culture

APPENDIX D

GLOSSARY OF TERMS

1. A public school is a school that is supported by the government. It offers courses on the elementary, secondary or collegiate level.
2. The general office of the Bureau of Public Schools consists of the staff that directs, controls and supervises the public school system all over the country.
3. A school division is a working unit of the public school system headed by a superintendent of schools and his staff of supervisors, coordinators, and principals who take care of the administration, management and supervision of all schools in that unit. A school division may be a provincial school division or a city division.
4. A provincial division is headed by a division superintendent of schools. It consists of the public schools on the elementary and secondary level.
5. A city division is headed by a city superintendent of schools. It consists of the public elementary and secondary schools.
6. The 2-2 Plan curriculum consists of a common curriculum for all general high school students for the first two years, and a bifurcated curriculum during the last two years, one type of curriculum to prepare students for college and the other for those who desire to take vocational courses.

7. The national high school is supported by national funds.
8. The municipal high school is supported by municipal funds.
9. The provincial high school is supported by provincial funds.
10. The city high school is supported by city funds.
11. The regular high schools are either the national, provincial, municipal or city high schools which offer the 2-2 Plan curriculum.
12. The home industries high schools offer the same curriculum as that of the barrio high schools but they focus on vocational courses such as handicrafts, home industries or cottage industries.
13. Private school or college includes any private institution managed by private individuals or corporations which offers courses of kindergarten, primary, intermediate, secondary or collegiate institution or superior courses in vocational, technical, professional or special schools by which certificates or diplomas are to be granted or titles and degrees conferred.
14. Kindergarten course applies to the pre-primary course.
15. Primary course applies to Grades I to IV, inclusive; intermediate course to Grades V to VI or to VII, inclusive; and elementary course to Grades I to VI or to VII, inclusive.
16. Secondary course applies to first to fourth year of high school.

17. College applies to a school which offers courses above the secondary level.
18. Special private vocational school applies to a school which offers short-term vocational courses like typing, dressmaking, tailoring, etc.
19. Special course applies to a course of instruction which does not require formal academic training for admission thereto.
20. Post-secondary course refers to a series of studies leading to a certificate, diploma, degree, or the like.
21. A private school head is the highest administrative authority responsible for the management of a school.
22. A private schools regional superintendent is the head of a private schools district office who plans, directs, and supervises the work of a field staff engaged in inspection and supervision of private schools.
23. A private schools area supervisor inspects and supervises private schools in an assigned area to see to it that standards established by the Bureau of Private Schools are maintained.
24. Vocational education means that part of the total experience of the individual whereby he learns successfully to carry on a gainful occupation. It implies the existence of a series of controlled and organized experiences used to train any person or persons for a given occupation.

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25. Technical pertains to some particular art, science, trade or occupation, as technical school, technical instruction, etc.
26. Agricultural school is a public school under the Bureau of Vocational Education that offers courses which train individuals for gainful occupations in agricultural enterprises, like agronomy, horticulture and animal husbandry.
27. Fishery school is a public school that offers vocational courses which provide individuals with skills and technical knowledge and information relative to the fishing industry. The courses are mainly fish capture, fish culture and fish preservation.
28. Trade-industrial school is a public school that offers vocational curriculum that aim to train individuals to become proficient workers and technicians in the trades and industry. A variety of courses are offered: auto mechanics, building construction, industrial electricity, dressmaking, cosmetology, ceramics, etc.